DOCUMENT RESUME

ED 086 864 95 CE 000 898

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TITLE Factors Affecting Vocational-Technical Program Choice.
INSTITUTION Millcreek Township School District, Erie, Pa.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE 14 Dec 72
NOTE 89p.; Descriptions, Evaluation, Recommendations-Project no. 223

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Area Vocational Schools; Educational Attitudes; *Educational Planning; High School Students; Interviews; Junior High School Students; *Parent Attitudes; *Student Attitudes; Student Opinion; Technical Education; *Vocational Education
IDENTIFIERS Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

The project was developed to identify the factors which affect the vocational-technical program choices of Millcreek Township School District secondary pupils having the options of an academic program with vocational electives or a dual program of academic subjects in the home school and more intensive training in a vocational-technical school on an alternating two-week basis. A personal interview was developed and administered to a random sample of 429 pupils and 144 parents. Findings from the interviews include: (1) more and better information about vocations and programs is needed and should be offered early and not isolated from the major disciplines; (2) parents react negatively toward vocational-technical training, and vocational-technical pupils feel that academic teachers consider them less important; (3) the vocational-technical classes give pupils great satisfaction; (4) parents see college-preparatory training as the choice path to the good life; (5) parents desire more counseling and career information programs and more exploratory training and work experience programs; (6) parents favor integration of vocational-technical pupils with academic pupils in classes; and (7) parents desire more career information themselves and more knowledge about developing school programs. Conclusions and recommendations are made. Interview forms are included. (SC)

ED 086864

## Description, Evaluation, Recommendations

PROJECT NO. 223

# FACTORS AFFECTING VOCATIONAL-TECHNICAL PROGRAM CHOICE

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**Millcreek Township School District**

ERIE, PENNSYLVANIA

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Submitted by

DR. VIRGINIA EVANS

December 14, 1972

Published pursuant to E.S.E.A. Title III Guidance Project No. 223
as amended by Public Law 91-230

# ABSTRACT

SCOPE:

This project was developed to identify the factors which affect the vocational-technical program choices made by secondary pupils in the Millcreek Township School System, a system which offers both the conventional academic programs with vocational electives within its own curriculum and the option of choosing a dual program in which academic subjects are taken in the home school and more intensive vocational-technical training taken in the Erie County Vocational-Technical School on a two-weeks alternating basis. The project was prompted by the rejection of the dual programs by increasing numbers of pupils, many of whom appeared to be both interested in vocational-technical training and suited to it.

OBJECTIVES:

Specifically the project was intended to discover:

(1) Why many pupils reject the dual programs as now offered; why some pupils continue to choose them and why those who do so maintain their program or seek to change it or drop out,

(2) how information gained could be used to effect such changes in programming, staffing, counseling, and organization in the home high school as might be required to reverse the present negative trend,

(3) ways and means to share findings and recommendations both with other schools in the Erie County Vocational-Technical School group and with other schools within the state which might wish to have and use them.

METHODS USED:

The personal interview technique was chosen to elicit the desired information, this choice being made after careful consideration of various methods by a local committee comprising counselors, administrators, teachers - academic and non-academic, board members, parents, and pupils plus an outside consultant who directed the deliberations (see Appendix No. I for list of committee personnel). To ensure uniform coverage in eliciting

information, a written interview form was developed. A brief trial form was first arranged and tried experimentally by committee members who interviewed both pupils and parents in an effort to measure the technique's usefulness. (See Appendix No. IIa and IIb). Reaction being favorable, the decision was made to continue and to include among respondents both parents and pupils - vocational-technical; academic; present secondary, 7-12, but with emphasis on 10-12; graduate vocational-technical. Final parent and pupil interview forms were then written. (See Appendix No. IIIa and IIIb for copies).

To ensure objectivity in securing information, students (45) from the Education Department of Behrend Campus, Pennsylvania State University were secured, to act as interviewers (See Appendix No. IV) and were trained for the work by counselor-training personnel from the Erie Office of the Pennsylvania Bureau of Employment Security (See Appendix No. V).

PROJECT ACTIVITIES:

This project was developed, operated, evaluated, and subjected to recommendations for further action by the joint efforts of the planning and working committees. (Appendix No. I) This required a series of meetings - preliminary, interim, and post-interviews - at such times and with such committee members present as activities demanded. Full committee membership also attended a special meeting to hear the consultant's interpretation of interview returns and his recommendations. (See Appendix No. VI).

Approximately 500 pupil interviews and 200 parent interviews were set up. Included in the latter were a small sampling of voc-technical graduates and a random selection of teachers - both academic and non-academic (25). Pupil and teacher interviews were held in the school with guidance personnel in charge of preparing the list of respondents (random sampling) and scheduling the interviews at 45 minute intervals. Parent

interviews were held in the homes. Parent selections were made by guidance personnel and were based on efforts to achieve both geographic and economic community coverage (See Maps a. and b., Appendix No. VII). All interviews were conducted during two successive days. Subsequent to the original interviews, a secondary series of interviews was held to include a larger proportion of the pupils presently scheduled for vo-tech programs, approximately one-third of the total group, rather than a random sampling only, to secure more complete and accurate information from this most concerned student group.

The interview program followed immediately the training of interviewers which was conducted in the college classroom. This program is described in detail in Appendix No. VIII, Section A.

Each parent respondent was notified by individual letters, sent a week in advance, of the purposes of the project - interview, the date assigned for it, and the identification which would be carried by the interviewer. (See Appendix No. IX and X for copies of letter and identification) Pupils received general notice by the PA system at school and from resident counselors.

Interviewers were transported daily by school busses, were given interview materials and names of respondents as they began work, turned completed materials in at the close of sessions for immediate delivery, unopened, to the Millcreek Education Center. All materials were mailed to the consultant for processing promptly upon completion of the two-day sessions. Objectivity in securing information and confidentiality were thus sought and guarded.

RESULTS OBTAINED:

Of the 500 pupil interviews planned, 429 were completed. Eighty-four of these were done in grades 7-9, the remainder in the higher grades. Of

the 200 adult interviews, 144 were completed. There was a high degree of cooperation from adults and pupils alike. Some parents were unable to be at home for interviews, some pupils were absent from school or had unavoidable conflicts but no refusal or resentment was encountered. Brevity of total interview time led to the scheduling of more pupils in grades 9-11 than in grades 7, 8, 12 on the premise that the 9-11 pupils had great immediate concern with project purposes. Results therefore reflect in greater degree the reactions of pupils at the point of, or following the major program choice in high school than those of younger secondary pupils or pupils in their terminal year.

FINDINGS:

The following statements offer a brief summary of the information given in the student interviews.* (See pages 8-23 of this report for more detailed summary)

(1) More and better information about vocations and about program options is needed by students, needed early in the secondary years, offered as a part of the major disciplines rather than in more isolated form, and supported by an exploratory program.

(2) There is indication that parents tend to react negatively toward vocational-technical training as compared with academic, and that vocational-technical pupils feel that academic teachers consider them less important and subject them more frequently to discipline.

(3) The vocational-technical classes themselves give pupils great satisfaction. The academic portion of the programs gives much less due particularly to isolation from non-technical pupils in classes, inflexibility in schedules, and low relation of academic content to vocational-technical areas.

The following statements offer a brief summary of the information given in the parent interviews.** (See pages 27-40 of this report for more detailed summary)

(1) There is evidence of strong pressure for upward mobility in career choices for offspring, a pressure both social and economic in nature. College-preparatory training is the choice path to the good life.

(2) Parents appear, however, to have questions about their feeling and evince this by desiring more extensive counseling and career information programs, exploratory training programs, work experience programs.

(3) Parents favor integration of vocational-technical pupils with academic pupils in classes, seek more flexible school programs.

(4) Parent response makes highly evident a desire to have more career information themselves and more knowledge about the whole complex of developing school programs.

RECOMMENDATIONS:

Many recommendations resulted from this project. The series suggested by Dr. Richard Warner will be found on pages 41-43 of this report. Those offered severally by Miss Kathryn Keep, Dr. Robert Tauber, and Dr. Robert Flynn will be found in the Appendix Nos. VIII, Section B, XI, and XII. The recommendations given below are, in the opinion of the working committee, some of the most important of these.

(1) The program pattern of vocational-technical pupils should be changed from the two-weeks - alternating to one-half day academic/one-half day vocational-technical, this to encourage a lessening of unnecessary restriction in class options, possible stigma, and social participation.

(2) Immediate effort should be made to develop more favorable vocational attitudes, wider personal vocational experience, deeper vocational concern on the part of counselors, teachers, supervisory personnel.

(3) Action should be taken by the school to include parents, pupils, and community in a drive toward an informed, favorable involvement in vocational programs developed for and based on identified needs of the local student body, both boys and girls.

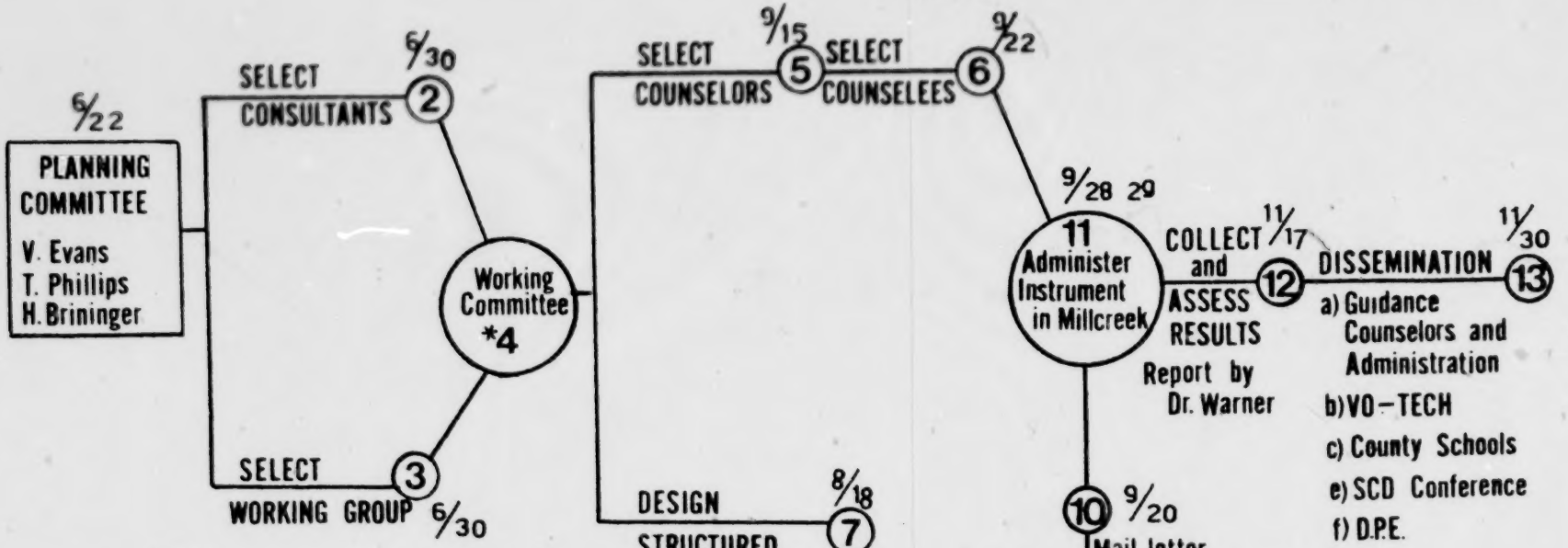
(4) Integration of academic with vocational-technical pupils in (non-techical classes) should be effected and this process should be accompanied by a revision of the non-technical courses to provide content having greater vocational relevance.

PERT CHART

# Factors Affecting Vocational-Technical Program Choice

## ESEA III - PROJECT 223

1972




Mrs. Patricia Yahn
Mr. Richard Deluca
Miss Kathryn Keep
Mr. John Sapko
Mrs. Jennie Iavarone (Parent)
Ronald Prindle (Student)

*4

Raymond A. Hedderick – Fairview
William Parish – Iroquois
Dr. Virginia Evans
Hughes Brininger

# SURVEY

This survey of the Millcreek Township School District actually was two surveys consisting of a survey of parents and a survey of students. As such this report will present each survey separately, but will from time to time discuss the interrelationship of the findings. The format consists of presenting the student interview results first, question by question, then a summary of those results. The results from the parent survey also question by question will follow and it will also be summarized. All of this is then followed by recommendations that are made to the school district by this author.

Submitted by

Richard W. Warner, Jr.
Associate Professor
Auburn University
Consultant to the Millcreek Schools

2. Your present grade (9th, 10th, for example)

The sample by grade consisted of the following: 7th = 3, 8th = 3, 9th = 78, 10th = 99, 11th = 159, 12th = 39, Vo-Tech (10-12) = 48. Total = 429.

The sample is fairly representative even though the majority of student respondents came from the 9th, 10th and 11th grades. In part this was by design, the feeling being that students in grades nine through eleven could provide more relevant information than either students who were about to graduate or those in the 7th and 8th grades. None-the-less the samples representing the 12th grade and particularly the samples from grades seven and eight are smaller than we would have wished. It is the recommendation of this author that grades seven and eight be furthered surveyed subsequent to the current investigation.

3. In what program are you enrolled

As indicated above the sample was composed of forty-eight students from the Vocational-Technical program and 381 students from the regular school program. Considering the proportion of the total student body that attends the Vocational-Technical school this sample is appropriate. It was an oversight on the investigators part that a further designation of the home school program other than regular program was not made.

4.a. Occupation of father
Occupation of mother

The occupation of the major wage earner in the student's home was classified into one of five catagories. Table 1 presents the data from this question.

Table I

Per cent of student's parents from the sample in each occupational classification.

| | Professional | Sales Business Education | Skilled Trade | Factory | Unskilled |
|---|---|---|---|---|---|
| 12th grade | 20% | 29% | 25% | 16% | 10% |
| 11th grade | 23% | 22% | 24% | 13% | 11% |
| 10th grade | 21% | 27% | 25% | 16% | 11% |
| 9-7th grade | 24% | 25% | 27% | 12% | 12% |
| Vo-Tech | 1% | 10% | 35% | 39% | 14% |

The data in Table I quite clearly indicates that those students who go to the Vocational Technical schools are more likely to come from homes where the major wage earner is employed as a skilled tradesmen or factory worker. It would seem that there is little probability of a student attending the Vo-Tech school if the major wage earner is classified as a professional.

5. What level of education did your parents complete?

a. father-(1)grade___,(2)J.H.___,(3)S.H.___,(4)B.A.___,(5)M.A.___,(6)Ph.D.___.

b. mother-(1)grade___,(2)J.H.___,(3)S.H.___,(4)B.A.___,(5)M.A.___,(6)Ph.D.___.

The data from question number five is shown in Table II.

Table II

Level of education completed by major wage earner in students homes as found in this sample.

| | Grade School | Junior High | Senior High | B.A. | M.A. | Ph.D. |
|---|---|---|---|---|---|---|
| 12th grade | 0% | 5% | 74% | 15% | 3% | 3% |
| 11th grade | 1% | 6% | 60% | 21% | 7% | 5% |
| 10th grade | 0% | 5% | 74% | 17% | 2% | 2% |
| 9-7th grade | 0% | 3.5% | 82% | 12% | 2.5% | 0% |
| Vo-Tech | 0% | 21% | 75% | 4% | 0% | 0% |

The data in Table II indicates quite clearly that there is a

greater probability of a student attending the Vo-Tech school when he comes from a home where the educational level is generally lower. Conversely a student who comes from a home where the educational level of the parents is high has a very small probability of attending the Vo-Tech school. This data along with data in Table I indicates the subtle influence parents have on students' choices. It is an influence that needs attention by Millcreek.

6a. What kind of work do you hope to do when you finish school?

Forty-five (45) per cent of the students respondents in grades seven through nine selected occupations that would require a college preperation. Thirty-eight (38) per cent selected a career goal that could be achieved through a vocational-technical school program. The remaining seventeen (17) per cent were undecided.

6b. What would your parents like you to do?

In all cases where students selected an academic program they felt that their parents agreed with them. Of those students who selected a vocational-technical program, however, only 52% felt they were in agreement with parents. In short 48% of the parents of students who were leaning toward a vocational-technical felt, that their children should enter an academic program. It is important to note that these were student perceptions of the way their parents' felt, but it is those very perceptions, accurate or not, which act to influence students.

7. How much formal education do you feel you will need in order to enter your chosen field of work?

Fifty-one (51) per cent of the students said a high school

preparation was all the formal education they needed to enter their career, while 49% chose a college preparation. These figures compare favorably with the expressed career choices in item six, but does not compare favorably with the actual percentage of students (70+) who leave McDowell planning on a college career. It is also worth noting that seventeen (17) per cent of the students selected an educational preparation that was incompatible with their career choice.

8. What are your reasons for choosing your line of work?

In almost 100 per cent of the cases the reason given for choosing a particular career was a simple: "Because I think I will like it." Not a bad reason at all, but the nature of the responses indicate quite clearly that there is a general lack of real information regarding career possibilities.

9. What kind of program do you want to take in high school?
Academic___, general___, commercial___, Voc.Tech.___, other ___.

The responses to item nine are further evidence of a lack of substantial career information among the junior high students. While in item six 45% of the students selected a program requiring college, in item nine only 23% planned to enter an academic program in high school. Roughly 5% selected a general program and another 5% selected a commercial program. What is most surprising is that 66% said they planned on entering the Vo-Tech program. Quite obviously this figure is somewhat out of line with the per cent (38) that selected a career goal that required a Vo-Tech preparation, but more importantly it indicates a much greater interest in the Vo-Tech program than enrollment figures would indicate exists. It would seem that some factors are operating which keep this degree of interest from manifesting itself in actual choices. The seventeen per cent of parents object-

ing to this choice shown in item seven may be one significant factor.

10. Have you been provided with information about the programs offered in the high school?

Only twenty-five (25) per cent of the students in grades seven through nine felt that the school had provided any information about the high school program.

11. Have you been provided with information about the programs offered in the Voc. Technical school?

Forty (40) per cent of the students (7-9) felt they had some information about the Vo-Tech program.

12. Has the school helped you to explore various possible careers? If so, how useful was the help?

Forty-seven (47) per cent of the students (7-9) felt the school had been some help in exploring various career possibilities.

13. Rank in order the ten occupations you feel are the most desirable.

Most students (7-9) stayed away from naming careers with high social status, but more importantly most students could name only three to five occupations.

14. Would you be interested in taking an exploratory course at the Voc. Technical school before you had to choose a final program in school?

A whopping eighty-eight (88) per cent of the students (7-9) felt that an exploratory course at the Vo-Tech school would be helpful.

15. What things do you know about the Voc-Technical school that you -

a. like , b. dislike

Despite 47 per cent saying in item 11 saying they had information on the Vo-Tech program very few of the students could list any specific

likes or dislikes about the programs. The few comments that were made either referred to the fact that you could learn a specific trade or that you had more freedom at the Vo-Tech school.

Summary of responses 6 through 15

The overriding feeling that comes to this author from responses to items six - fifteen is that there is a greater initial interest by students in the Vo-Tech program than the school district has been able to tap. Further the conflicting nature of the responses indicate a great need for more information by students. When less than fifty per cent of the students are aware of programs then something more needs to be done. If information is currently being presented to these students, it is clear that they are not internalizing it. The data also indicates a need to do more work with parents, particularly with that 17% who opposed the choice of a Vo-Tech program.

16. On what information did you base your choice of program in high school?

The great majority of students listed information that can best be termed incidental information. That is, they got it from a friend, a parent or relative and it generally was not factual information. Approximately 25% of the students mentioned school as a source and 18% of those mentioned counseling.

17. Do you feel that you had sufficient information to make your choice?

Listed by grade (10-12) and Vo-Tech are the percentages of students who felt they had sufficient information to make a choice.

| Seniors | Juniors | Sophomores | Vo-Tech |
|---|---|---|---|
| 84% | 76% | 75% | 92% |

This data quite clearly indicates that the students felt they had enough information to make a choice. This is particularly true

in the case of the Vo-Tech students. Based on the responses to item 16 however, this author seriously questions the kind of data that was used in making the decision. While the students may feel that they had enough information one must question, based on item 16, how good or accurate that information was.

18. Do you feel that a program in junior high school, designed to make you familiar with various work settings, would have helped you to make a better decision?

Listed by grade (10-12) and Vo-Tech are the percentages of students who felt that a junior high program related to careers would have been helpful.

| Seniors | Juniors | Sophomores | Vo-Tech |
|---|---|---|---|
| 80% | 69% | 72% | 83% |

19. Do you feel that an exploratory program at the Voc. Technical school, one which would not have committed you to that program, would have helped you to make a better decision?

Listed by grade (10-12), Vo-Tech, and Junior High from item 14 are the percentages of students who felt that an exploratory program at the Vo-Tech school would be helpful.

| Seniors | Juniors | Sophomores | Vo-Tech | Junior High |
|---|---|---|---|---|
| 62% | 67% | 69% | 88% | 88% |

The responses to items 18 and 19 are quite interesting in light of item 17. While in item 17 the majority of students said they had enough information, an overwhelming majority indicate in item 18 that they would have benefitted from a career program in junior high, and in item 19 that an exploratory program at the Voc-Tech school would be most helpful.

Summary of items 16 through 19

Despite their opinions to the contrary as expressed in item 17 it is clear from responses to items 16, 18, and 19 that students in general do not have sufficient or accurate information about the options open to them. The information they do have is at best fragmentary and superficial. It is also clear that the students feel a junior high career program would be helpful. This author would suggest that the Millcreek schools institute a systematic program of career education in grades seven through nine as soon as possible. A key element of that program must be a total attempt to relate curriculum materials to careers. Further, an essential element of the program should be an attempt to provide an opportunity for all students to experience some actual work settings of their choice. An example of such a program would be to allow each student five full days during the school year where he could spend this time in a work setting. He could choose to spend all five days in one career area or he could spend one day in each of five different areas. Obviously such a program requires a coordinator between school and community, but it can and is being accomplished in some areas.

Finally, the responses to item 19 indicate the advisability of establishing an exploratory program at the Vocational Center. Such a program could range from a one-week experience to a full year trail period. It is not possible in this report to detail the form such a program has, but the Millcreek school officials have been provided a description of such a program carried out by the Harkness Vocational-Technical Center in Buffalo, New York.

In addition to providing students with an opportunity to

explore several possible areas a program like the Multi-Occupational program at Harkness provides some students with minimal marketable skills who would otherwise not have been accepted into the program. One of the real tragedies of area vocational centers is that the entrance requirements usually creep upward so that the very student for whom the program was created is soon excluded. A multi-occupational program moves away from that trend, and this writer would strongly recommend that the Millcreek schools explore this area quite carefully.

20. Why did you choose not to go into a Voc-Technical program?

The most frequent answers to this question were:

1. I want to go to college.
2. I can't get a good job if I go there.
3. I want to stay at McDowell all the time.

In general the responses to this item indicated a feeling that to attend Voc-Tech was not as worthwhile as was staying in the home school. Academic students firmly believe that Voc-Tech is a second best choice. A secondary reason for not attending was the desire to be involved in McDowell activities.

21. What is your career goal?

A not very surprising 70% indicated a career choice that requires some training beyond high school. What is perhaps unfortunate is that about 18% of the remaining thirty per cent indicated career choices that were compatible with training offered at the Vocational-Technical school. Yet, they were obviously not enrolled in those programs.

22. Do you feel that Voc. Technical students are different from other students?

The percentage of academic students (10-12) who felt Vo-Tech students were different from themselves is shown by grade level.

| Seniors | Juniors | Sophomores |
|---|---|---|
| 36% | 20% | 12% |

23. Would your parents have been pleased if you had selected a Vo-Tech program?

The percentage of academic students (10-12) who felt that parents would have been pleased if they had chosen a Vo-Tech program.

Table III

| | Seniors | Juniors | Sophomores |
|---|---|---|---|
| Pleased | 30% | 41% | 33% |
| Unsure | 43% | 35% | 28% |
| Displeased | 27% | 24% | 39% |

24. Do you feel that the teachers in your building treat Voc. Technical students the same as they do other students?

Percentage of academic students (10-12) who felt that Vo-Tech students are treated the same as other students by home school teachers.

| Seniors | Juniors | Sophomores |
|---|---|---|
| 48% | 54% | 48% |

25. Do you have any friends that attend the Voc. Technical school?

Percentage of academic students (10-12) who have friends who attend Vo-Tech school.

| Seniors | Juniors | Sophomores |
|---|---|---|
| 84% | 74% | 88% |

26. Rank in order the ten occupations you feel are the most desirable.

As was the case with the junior high students (item 13) most senior high students could rank only four or five occupations. As might be expected from a group of students in academic programs the

majority of occupations that were listed were ones requiring college preparation.

27. If given the opportunity, would you now elect to attend the Voc. Technical school?

Percentages of academic students (10-12) who would now elect a Vo-Tech program if the choice was open as listed by grade.

| Seniors | Juniors | Sophomores |
|---|---|---|
| 21% | 17% | 29% |

Summary of items 20 through 27

The purpose of these items was to try and determine the attitude of students who chose not to attend the Vo-Tech school toward that school and the students who attended there. The first item of note is that most students in item 25 indicated that they had friends at the Vo-Tech center. Hence, the generally negative feelings toward the school which are expressed in items 20 through 24 do not extend to the students. The results shown in item 22 also add some credence to the finding that the majority of academic students do not feel that the Vo-Tech students are any different from themselves. An interesting trend in item 22, however, is the growing percentage of students as you go from sophomore class to senior class that agree that the Vo-Tech student is different. One might speculate that the longer the two sets of students (academic - Vo-Tech) are apart the more they feel different from each other. If this is true then it would seem the school is perpetuating a type of class society. As the system is presently operating, with minimal interaction between the two groups this kind of situation is almost bound to happen.

Perhaps the most alarming finding in the section was the high percentage of students who felt that their parents would have been displeased by their attending the Vo-Tech school. In part this attitude may account for the wide disparity between the amount of interest in the Vo-Tech program shown in item nine and the number of students who actually apply for the program. It may also account for the 18% of students (item 21) that were enrolled in McDowell, but had career choices that would have benefitted from a Vo-Tech program. Further evidence that certain outside pressures keep students from choosing the Vo-Tech program can be seen in item 27. The responses to item 27 indicate that somewhere between 21 and 29% of the students now attending McDowell only would now choose a Vo-Tech program if they could. It is to be expected that if the actual choice was given this group of students, they would not actually make that choice, and the reasons might be the same that kept them from making the choice in the first place.

In addition to the parental influence the responses to item 24 indicate a further reason for not attending the Vo-Tech school. Approximately 50% of the students at McDowell feel that the Vo-Tech students are treated differently by the home school. The majority of comments indicate that this differential treatment is in a negative direction. In effect, the feeling is that the Vo-Tech student is penalized by virtue by being in that program. The nature of these penalities include: being treated as dumb; being kept from participation in activities; and as being more disciplined.

In sum, this section appears to demonstrate rather clearly that the main reasons for the academic students not choosing a Vo-Tech program concerns lack of accurate information about career possibilities

as a result of Vo-Tech training; negative parental feelings; and a general feeling among the students themselves that to go to the Vo-Tech means being treated as less than an academic student.

QUESTIONS FOR VOC. TECHNICAL STUDENTS ONLY. Grades 10-12 inclusive

*28. Your program as scheduled at the Voc. Technical school was your first choice (a)___, second (b)___, third (c)___.

The percentage of students who were entered in Vo-Tech program of 1st, 2nd, or 3rd choice.

Table IV

| First | Second | Third |
|---|---|---|
| 81% | 14% | 5% |
| *75%* | *20%* | *6%* |

29. Are you able to make changes from one program to another in the Voc. Technical school?

Percentage of students by grade who felt they could move from one program at Vo-Tech to another.

| Seniors | Juniors | Sophomores |
|---|---|---|
| 48% | 27% | 43% |
| *100%* | *70%* | *86%* |

30. Could you choose to return to the home high school on a full-time basis?

Percentage of students who felt they could return to the home school if they so desired.

| Seniors | Juniors | Sophomores |
|---|---|---|
| 82% | 91% | 79% |
| *73%* | *70%* | *73%* |

31. Would you prefer a schedule that would allow you to spend part of each day at both schools?

Percentage of students who would prefer to spend part of each day at both schools.

| Seniors | Juniors | Sophomores | |
|---|---|---|---|
| 30% | 27% | 27% | |
| *0* | *0* | *0* | *(100% said no to this question)* |

*For description and summary of second student interviews and second series of percentages given for 28-41, see pages 20-23c.

32. Do you feel that the faculty as a whole in the home high school treat you differently from the way they treat other students?

Percentage of Vo-Tech students who feel treated differently than other students at home school.

| Seniors | Juniors | Sophomores |
|---|---|---|
| 42% | 19% | 40% |
| *66%* | *58%* | *34%* |

33. Do you feel cut off from activities at the home high school because of your attendance at the Voc. Technical school?

Percentage of Vo-Tech students who feel excluded from activities at the home school.

| Seniors | Juniors | Sophomores |
|---|---|---|
| 21% | 10% | 23% |
| *73%* | *64%* | *46%* |

34. Do you feel that your participation in the Voc. Technical school program makes it difficult for you to take some of the courses you would like to take in the home high school?

Percentage of students who feel unable to take some courses at the home school.

| Seniors | Juniors | Sophomores |
|---|---|---|
| 57% | 73% | 63% |
| *93%* | *70%* | *80%* |

35a. Are you satisfied with the program at the Voc. Technical school? Rate by encircling the number of your choice, <u>one</u> being best, <u>ten</u> being poorest.

1 2 3 4 5 6 7 8 9 10

Average degree or satisfaction with Vo-Tech program by grade and total.

| Seniors | Juniors | Sophomores | Total |
|---|---|---|---|
| 2.00 | 1.45 | 1.80 | 1.50 |
| *1.87* | *3.07* | *2.24* | *2.46* |

35b. How might it be improved?

There were very few suggestions for improvements.

36a. Are you satisfied with the program at the home high school?

Percentage of Vo-Tech students who were satisfied by the home school program.

| Seniors | Juniors | Sophomores |
|---|---|---|
| 72 | 63 | 72 |
| 73% | 35% | 50% |

36b. With the length of class periods?

Percentage of Vo-Tech students who were satisfied by length of home school class periods.

| Seniors | Juniors | Sophomores |
|---|---|---|
| 75 | 63 | 72 |
| 86% | 82% | 90% |

36c. With the courses offered?

Percentage of Vo-Tech students who were satified with home school course offerings.

| Seniors | Juniors | Sophomores |
|---|---|---|
| 63 | 72 | 66 |
| 20% | 29% | 37% |

36d. With the relationship of courses or classes to your Voc. Technical field?

Percentage of Vo-Tech students who were satisfied with relationship of Vo-Tech classes and home school classes.

| Seniors | Juniors | Sophomores |
|---|---|---|
| 69 | 45 | 64 |
| 6% | 11% | 11% |

36e. With your home high school teachers' interest in working with you and other Vo-Tech students?

Percentage of Vo-Tech students who were satisfied with home school teachers interest.

| Seniors | Juniors | Sophomores |
|---|---|---|
| 81 | 72 | 81 |
| 66% | 70% | 88% |

37. Would you prefer to be in classes in the home high school with students other than just Voc. Technical ones?

Percentage of Vo-Tech students who would prefer to be in classes with students other than Vo-Tech students.

| Seniors | Juniors | Sophomores |
|---|---|---|
| 75 | 72 | 77 |
| 60% | 76% | 80% |

38. Do you feel that your training is preparing you adequately for your chosen field of work?

Percentage of Vo-Tech students who feel training is preparing them for chosen field of work.

| Seniors | Juniors | Sophomores |
|---|---|---|
| 97 | 81 | 91 |
| 93% | 76% | 89% |

39. When you complete your program, do you plan to enter your field on a full-time basis?

Percentage of Vo-Tech students who plan on entering field in which they are being trained.

| Seniors | Juniors | Sophomores |
|---|---|---|
| 87 | 100 | 89 |
| 92% | 75% | 88% |

40. Are your parents satisfied with your selection of a Voc. Technical program?

Percentage of students who feel parents are satisfied with program.

| Seniors | Juniors | Sophomores |
|---|---|---|
| 97 | 100 | 98 |
| 100% | 100% | 94% |

41. Rank in order the ten occupations you feel are the most desirable.

As with other students the Vo-Tech students as a whole were only able to list four or five occupations. The occupations they listed were of a "blue collar" nature as opposed to the academic students listing occupations requiring a college preparation.

FOLLOW-UP STUDENT INTERVIEWS - VO-TECH

Immediately subsequent to the completion of the interviews being reported and interpreted in this report, discussion on the part of the vocational-technical student segment of the respondents roused some doubt in the minds of the project committee as to whether or not these students had,

(1) clearly understood the meaning of the wording in the items directed particularly to them, and thus

(2) been able to respond accurately in voicing their opinions and reactions. This doubt was enhanced by a review of the responses made by the vocational-technical students in their interviews, responses indicating much more positive reaction than did their post-interview comments and questions.

The committee therefore felt that a series of interviews covering items 28 through 41 in the student interview form should be arranged promptly for a substantial proportion of the pupils presently scheduled for vocational-technical programs, approximately one-third of the total, rather than a sampling only, so that the most complete and accurate information possible could be secured and so that results could be properly processed and interpreted and the findings added to the original report either to confirm or confute original results. Eighty-four interviews were scheduled in a two-day period, - 15 seniors, 34 juniors, and 35 sophomores. Interview arrangements were made, again under competent, trained, professional direction which ensured adherence to all interview techniques which had characterized the original interview plans. Objectivity and confidentiality were emphasized; the only variances being,

(1) an invitation to ask the meaning of any word(s) or total item which caused the respondent any uncertainty, and

(2) the use of the 1-10 rating scale (see item 35a) for items 36a through 36e. Ratings of 1-5 were regarded as showing satisfaction, 6-10 as showing dissatisfaction.

The results of the additional 84 interviews have been written immediately below the results gained from the original interviews (and are in different print) so that comparisons may be made easily. Accepting, arbitrarily, changes of 20% or more as differences great enough to cause changes in interpretations and conclusions, it is apparent that the following items, either in part or totally, fit the change category: 29, 30, 31, 32, 33, 34, 36a, 36c, 36d, and 39. Upon a basis of this information, conclusions must be drawn that:

(1) Vocational-technical students generally feel that a change from one training program to another is possible but are less sure about returning to the home school should they wish to do this.

(2) Feeling is extremely strong concerning a split-day program. Students interviewed unanimously voiced a preference for taking all courses, both academic and vo-tech at the technical school.

(3) Vo-tech students do feel that home high school teachers treat them differently from academic students. The difference is a negative one for them and the feeling increases as students progress through senior high school.

(4) Students do feel that they are much restricted in course options in the home high school. There is dissatisfaction about this, particularly among sophomores and juniors.

(5) Serious dissatisfaction exists with the content as well as the number of courses open in the home high school to Vo-tech students. Students feel there is little in these that has much to do with their areas of interest.

(6) Juniors appear to be the least assured of the classes interviewed about entering the field in which they are being trained.

The planning committee certainly did not design these follow-up interviews as a part of the original project activities. They were added promptly in response to the doubt of student understanding and sufficiently complete group coverage (by random sampling only) to ensure the highest possible degree of probity in securing information essential to the research being done. The differences discovered in the responses make the committee's

action important. Nothing could have given greater emphasis to the need for a continual monitoring of research action.

Student responses made clear that such words as "satisfied", "relationship", "cut off from", "move" (from a program) gave rise to uncertainty in their minds. The carefully neutral atmosphere of the interviews too, made them uneasy when they first experienced it. The re-interview was easier. The rating scale was a help in eliciting free response. It was a device which was familiar to them and its visual character appealed to them more than did the merely verbal. They welcomed the opportunity to make their opinions clearer.

Frequent reference is presently made to the "generation gap". The committee's experience with the re-interviews raises the serious question of the possibility of a "communication" or "word" gap in any enterprise which is planned and operated by the academically inclined for the vocationally or technically inclined regardless of sincere efforts to use genuinely meaningful terms. It also suggests that as large a proportion as possible of total group coverage may be preferable to partial wherever this is possible.

Summary of items 28 through 41.

The objectives of items 28 through 41 were to try to ascertain the Vo-Tech students attitudes toward his Vo-Tech program and the home school program. The most remarkable finding here is the overwhelmingly good feeling expressed by the students. There can be little question that the vocational-technical student is well pleased with his program at the Vo-Tech school. The degree of satisfaction is apparent on all items pertaining to the Vo-Tech school, but item 39 is really indicative of the pleasure they feel. When between 87 and 100% of the participants plan on entering the field they have been studying in then you have a good program.

Even when discussing the home school program the Vo-Tech students are fairly positive. What negative feeling there is revolved around questions which concern separation from the home school. A large minority feel treated differently by the home school (item 32); cut off from certain courses (item 34); and to a lesser extent cut off from activities. Items 31 and 37 also indicate the degree of separation felt by the Vo-Tech student. While in item 31 only some 27 to 30 per cent express a desire to spend part of each day in both schools, between 72 and 77 per cent express a desire to have classes with students other than Vo-Tech students.

One other area of concern is the degree of relationship between home school program and Vo-Tech program. While the majority of students seem satisfied with present program close to 40% are dissatisfied.

In sum, the vocational-technical students seem relatively

satisfied with their program and it would seem worthwhile to publicize the degree of their satisfaction to students and parents. The major areas of concern center on curriculum matters and separation from other students. The Millcreek schools, it would seem to this author, need to give specific attention to ways of integrating the Vo-Tech student with other students. The reader will recall that the academic student also felt separated from the Vo-Tech student and that was one of the chief reasons for not entering that program. Schools should not be about the business of separating people into classes, it should operate to integrate them. There is also evidence of a need for more flexibility within the program so that the Vo-Tech students may take some courses from which they are now excluded. Further, there is a rather strong feeling that the curriculum in the home school is not as related to Vo-Tech areas as it could be.

What all of this really leads to is a need for a major change in the operation of the Vo-Tech program. If the program is to become more flexible with more options for students, then the two-week turn around must be replaced by split days. This position will not be favored by those faculty at the Vo-Tech, but after a careful review of the data here, from past teaching, counseling, and administrative experience, and from recent consultations with Vo-Tech school personnel and Millcreek personnel I am convinced it is a better program for the total education of the students. The reader will note that I said total education and I believe that is what should concern us most.

Concomitant with this change is the need for a change in the manner in which students can move in and/or out of the Vo-Tech program. Reference here is given to the percentage of home school students who

would move into the Vo-Tech if given the opportunity. The administration needs to give serious consideration to ways of implementing this flexibility.

In line with the two recommendations just made this author would suggest that the Millcreek schools may well wish to visit the BOCES districts in Erie County, New York.

PARENT INTERVIEW FORM

2a. Occupation of major wage earner

b. Occupation of secondary wage earner

Percentage of adults interviewed in five occupational classifications.

| Professional | Sales Business Education | Skilled Trades | Factory | Unskilled |
|---|---|---|---|---|
| 14% | 31% | 39% | 11% | 5% |

3. Approximate age, (21-30)___, (31-40)___, (36-40)___, (41-45)___, (46-50)___, 51+___.

Percentage of adults interviewed in each of six age classifications.

| (21-30) | (31-35) | (36-40) | (41-45) | (41-50) | (51+) |
|---|---|---|---|---|---|
| 5% | 6% | 18% | 27% | 22% | 17% |

4. What is highest educational level completed by,

a. major wage earner? grade___, J.H.___, S.H.___, B.A.___, M.A.___, Ph.D.___.

b. secondary earner? grade___, J.H.___, S.H.___, B.A.___, M.A.___, Ph.D.___.

Level of education completed by adults interviewed.

| grade | Junior High | Senior High | B.A. | M.A. | Ph.D. |
|---|---|---|---|---|---|
| 1% | 6% | 53% | 23% | 16% | 1% |

5a. How many children do you have attending school in grades, 1-6___, 7-9___, 10-12___.

b. How many children are attending public school in grades, 1-6___, 7-9___, 10-12___.

Percentage of interviewed adults who had children in school.

| grades 1-6 | grades 7-9 | grades 10-12 |
|---|---|---|
| 41% | 40% | 66% |

Nine families interviewed had children attending a parochial school. Twenty families indicated no children attending school.

Summary of responses to items 2 through 5(b).

In general the sample of 144 adults in the Millcreek school district appears to be a representative sample. The occupational classification shown in item 2 is a fair representation of the community and is comparable with the figures from the student sample. The age breakdown shown in item 3 is somewhat unbalanced in the direction of the upper end of the continuum, but not seriously enough to cause real problems. The educational level shown in item 4 indicates that the largest part of the sample, like the community itself, had completed at least high school. Finally the figures in item 5 indicate the sample did consist of adults who had children at all age levels; adults whose children attended private schools, and some adults with no children currently in school. In sum the data indicates that the sample population of adults is a good representation of the total population of the Millcreek School district.

Items 6 through 9 were designed to determine the level of student aspiration as perceived by their parents.

6. If you have children in grades 5-6, what do they tell you that they want to be when they grow up?

The career choice of students (grades 1-6) as those choices are perceived by their parents.

| Professional | Sales Business Education | Skilled Trades | Factory | Unskilled |
|---|---|---|---|---|
| 28% | 24% | 43% | 5% | none |

7. If you have children in grades 7-8, what do they tell you that they want to be when they finish school?

The career choice of students (grades 7-8) as those choices are perceived by their parents.

| Professional | Sales Business Education | Skilled Trades | Factory | Unskilled |
|---|---|---|---|---|
| 28% | 36% | 32% | 4% | none |

8. If you have children in grades 9-10, what do they tell you that they would like to do for a living when they finish school?

The career choice of students (grades 9-10) as those choices are perceived by their parents.

| Professional | Sales Business Education | Skilled Trades | Factory | Unskilled |
|---|---|---|---|---|
| 36% | 24% | 39% | 1% | none |

9. If you have children in grades 11-12, what is their current career choice?

The career choice of students (grades 11-12) as those choices are perceived by their parents.

| Professional | Sales Business Education | Skilled Trades | Factory | Unskilled |
|---|---|---|---|---|
| 22% | 27% | 43% | 8% | none |

Summary of items 6 through 9.

It is worth noting that the percentages in all career classifications as represented in items 6 through 9 remain relatively the same. In short, difference in age does not seem to effect the career choice of the students. The findings here compare favorably with the self-reports of the students on the student interview form. Thus, the parents and the students surveyed in this study are expressing similar attitudes.

The most important finding in items 6 through 9 is the evidence of the desire for upward mobility as expressed through occupational

or career choice. If one compares the percentage distributions shown in items 6 through 9 with the percentages shown in item 2 the reader will notice a sizeable shift. In terms of actual employment (item 2) 16% of the adults are employed in the lower of the two employment groups and 45% are employed in the higher two groups. In terms of the choices of their children (items 6-9) only around 4% chose the lower two groups and close to 50% chose the upper two groups. While this is not a surprising finding it does substantiate the influence that social pressure has on career choice. The responses to the next three items will substantiate this finding even further.

Items 10, 11, and 12 were designed to elicit from parents the career choices they desired for their offspring. The responses here could also be used to contrast student and parent attitudes.

10. If you have children in grades 1-6, what career field do you hope that they will enter?

Parents choice of career field for their children in grades 1-6.

| Professional | Sales Business Education | Skilled Trades | Factory | Unskilled |
|---|---|---|---|---|
| 35% | 41% | 18% | 6% | none |

11. If you have children in grades 7-8, what career field do you hope that they will enter?

Parents choice of career field for their children in grades 7-8.

| Professional | Sales Business Education | Skilled Trades | Factory | Unskilled |
|---|---|---|---|---|
| 33% | 50% | 17% | none | none |

12. If you have children in grades 9-12, what career field do you hope that they will enter?

Parents choice of career field for their children in grades 9-12.

| Professional | Sales Business Education | Skilled Trades | Factory | Unskilled |
|---|---|---|---|---|
| 26% | 46% | 23% | 5% | none |

Summary of items 10, 11, and 12.

Once again a not very surprising finding is that the overwhelming desire of parents is for their children to choose careers which represent a higher social status. Between 76 and 83% chose careers representing the two highest socio-economic classifications, while only 0 to 6% chose career fields representing the other end of the scale. The reader will note that these percentages in the upper end of the continuum are a great deal higher than the percentages shown in items 6 through 9 and they are also much higher than the comparable percentages from the student questionnaire. Quite clearly this is strong evidence of the pressure for upward social mobility as it is expressed in career choice. If the Millcreek schools ever expect students to choose careers based solely on their own interests and aptitudes then it is quite obvious a great deal of work must be done with parents. Parents at this point in time still appear to believe that a college education is the only road to a happy life.

13a. If you have children currently in grades 9-12, in what program are they enrolled? (1) academic___, (2) general___, (3) commercial___, (4) Vo. Tech.___, (5) other___.

Percentages of students enrolled in various programs as reported by interviewed adults.

| academic | general | commercial | Vo-Tech | other |
|---|---|---|---|---|
| 61% | 13% | 6% | 19% | 1% |

13b. Do you feel that their program is an appropriate one for them?

Only one parent thought their child's choice of a vocational program was inappropriate. Two parents thought choice of academic program was inappropriate. Thirteen parents out of fifteen were distressed that their child had chosen a general program. A strong, and accurate, feeling that was expressed was the general program doesn't lead a student anywhere.

13c. On what information did your son/daughter base the choice of program?

As with the responses to the student questionnaire the responses of the parents indicated that choices were based on very little "real" information. Most frequently mentioned kind of information was parents.

14a. Do you feel that you ___(yes,no) and your son/daughter ___(yes,no) had enough information about the various options open to them?

Only fifty-six (56) per cent of the parents felt their children had enough information upon which to base their choice of program.

14b. What was the source of the information you had? (1) friends___, (2) teachers___, (3) counselor___, (4) peers___, (5) printed materials___. (May check more than one.)

Percentage of parents who listed each of the following as chief source of information.

| friends | teachers | counselor | peers | printed materials |
|---|---|---|---|---|
| 9% | 16% | 34% | 5% | 36% |

Responses to items 13 and 14 give a further indication of the way social factors influence student choices. Item 13 shows 61% per cent of the students in a college prep program, yet the probability is that only about 30% of those students will actually graduate from

college. Further, when asked upon what information their choices were made there were very few concrete answers and a large minority of parents felt that their child did not have enough information to make the choice of career or school program. It is somewhat comforting to note that the counselor is the most frequently mentioned source of career information.

15a. What should the school do to help your son/daughter make a wise choice of school program?

The responses to item 15 give a great deal of support to counseling services and career information. The most frequently mentioned thing the parents felt the school should do was provide more counseling services. A close second was the number of times parents mentioned the need for more emphasis on careers and career programs. Finally, the need for the school to provide a more flexible program so students could experiment without getting hurt was frequently mentioned.

15b. Are you aware of the various career training programs provided by the County Technical School?

A surprising seventy-two per cent of the parents were aware of the Vo-Tech program, but that still means that twenty-eight per cent were unaware. That figure is too high.

16a. Would you be satisfied if your son/daughter chose to attend the County Vocational Technical School? a. Yes___, b. No___.

Eighty-nine (89) per cent of the parents said they would be satisfied if their son or daughter planned to enter the Vo-Tech school. This figure does not fit with figures from item 23 on the student questionnaire or the responses to items 10, 11, and 12 on this question-

naire. The students do not perceive this percentage of parents as having a good attitude about the Vo-Tech school nor do the parents hope for career choices for their children which are compatible with the Vo-Tech program.

16b. If Yes, what are the reasons for this?

(1) provide useful skill___ (2) career opportunities ___

(3) child not college material___ (4) fits child's interest___

(5) other _____

If Yes, but you would not approve the program and scheduling as these are now done, what are the reasons for your objections?

(6) a.
b.
c.

If No, what are the reasons for this?

(7) not in child's interest___ (8) the school itself___

(9) want something better for the child___ (10) couldn't earn a living___

(11) lack of jobs___ (12) not enough information

(13) other _____

The reason most often given for a parent saying they would be satisfied was that the Vo-Tech program provides a useful skill and a good career opportunity. The most frequently given reason for not being satisfied was that the parents "Want something better for my child."

17. a. If you have a child in grades 10-12 in the Vocational Technical School, are you satisfied with the program he/she has? (1) Yes___, (2) No___.

b. If Yes, what are the reasons for your satisfaction?

(1) in the home high school _____

(2) in the Voc. Technical School _____

c. If No, what dissatisfies you?

(3) in the home high school _____

(4) in the Voc. Technical School _____

d. Suggestions for improvement,

(5) home high school (6) Voc. Technical School

Ninety per cent of those parents who had children at the Vo-Tech school are satisfied with the program. The level of skill training was the most frequently listed reason for being satisfied, while the greatest reason given for dissatisfaction was the limiting nature of the home school program. Certainly this degree of satisfaction should be capitalized on in publicity about the Vo-Tech program.

18. If you have a child in grades 10-12 and he/she is not involved with the Voc. Technical School, what were the reasons for not selecting one of the Voc. Technical programs?

The most frequently mentioned reason for not choosing the Vo-Tech was that the student was going to college. A second reason frequently listed was that there was no program in which the student was interested. A surprising number of parents said that student would have gone but the program was either full or they didn't know about it in time.

19. Do you feel that the student who attends the Voc. Technical School is looked down upon by his,

a. home high school teachers ___Yes; ___No

Fifty (50) per cent of the parents feel that the home school teachers look down on the Vo-Tech student.

b. home high school classmates ___Yes; ___No

Forty-six (46) per cent feel that the Vo-Tech student is looked down upon by his home school classmates.

c. voc. technical teachers ___Yes; ___No

Only five (5) per cent feel that Vo-Tech teachers look down upon

the Vo-Tech student.

d. voc. technical classmates (in other trade programs)___Yes; ___No

Only four (4) per cent feel that Vo-Tech classmates look down upon the Vo-Tech student.

e. out-of-school friends ___Yes; ___No

Only fourteen (14) per cent feel that out-of-school friends look down on Vo-Tech student.

Once again the responses to item 19 indicate the pervasive nature of the idea that to attend the Vo-Tech school makes an individual some sort of second class citizen except among his own "kind."

20. a. Would you be in favor of the school devoting more time to providing career information for students to help identify possible carcer choices and develop career plans? Yes___; No___.

Ninety-two (92) per cent of the parents indicated strong support for the school directing more time to career programs.

b. If Yes, indicate in rank order (1 = strongest) in which grades you would place emphasis on career information:

(1) grades 6-8 ___ (2) grades 9-10 ___ (3) grades 11-12 ___

Twenty-nine (29) per cent felt such programs should be strongly emphasized in the late elementary school and junior high. Fifty-three (53) per cent felt grades nine and ten should have the strongest emphasis and eighteen (18) per cent felt that grades eleven and twelve should have the greatest emphasis.

c. If Yes, would you favor,

(4) actual visitations to job settings ___

(5) work-study programs,

(a) brief experimental experiences; one week at jr. high school, one day in 6th grade ___

(b) full semester ___

(c) full year ___

(6) other _____

Seventy-nine (79) per cent of parents were in favor of programs which included job visitation. Forty-seven (47) per cent favored short term work experience programs for all students and thirty-two (32) per cent favored programs that lasted anywhere up to a full year.

Certainly the responses to item 20 indicate that parents are willing to support a much more extensive program of career information and work experience than is currently available to students. This fits with responses to item 15 which called for more extensive counseling and career planning as well as a more flexible school program.

21. Please rank in order the ten occupations you feel are the most desirable.

The majority of parents listed only three to five occupations and they were predominately of a white collar or professional nature.

22. Would you be in favor of the school offering to students in grades 9-12 an opportunity to spend up to a week in a job setting in which they were interested?

Ninety-seven (97) per cent of the parents are in favor of a one week program in which a student could be in an actual job setting.

23. Would you be in favor of the Voc. Technical School offering an exploratory program to 9th grade students which would enable them to become acquainted with several programs at the Voc. Technical School and still have the opportunity to return to an academic program if they chose to do so?

Ninety-nine (99) per cent of the parents were in favor of an exploratory program at the Vo-Tech school which would not commit their child to that program.

As with the responses to item 20, the responses to items 22 and 23 quite clearly indicate strong feelings on the part of parents for increased emphasis on careers and flexibility within the school.

24. Are there any other comments or suggestions that you would like to make?

The following statements are direct quotes from the interview forms which are most representative of the comments or suggestions made.

Students should not be forced to go to college if not college material - survey good, Vo-Tech great idea

I wish more information on the schools.

More unification between both schools. Schools are too separate for best interest of students.

Counseling should begin in 8th grade.

Vo-Tech should be self-contained school.

Would like more information on Vo-Tech

Vo-Tech should enlarge to teach own academic courses.

Scheduling at only one school - field work at 11th & 12th level.

Change feelings of teachers and counselors toward Vo-Tech.

Kids discouraged - after training complete they may not get job.

Better counseling programs; too much emphasis on academic courses; and too much pushing into wrong courses.

Summary of Parent Survey

The results of this survey indicate quite clearly that the adults in the Millcreek school district hold ideas similar to those that are found nationwide. That is, a vocational-technical program is nice to have for other students, but by and large they want something better for their own son or daughter. Time after time on this survey they demonstrate their feeling that Vo-Tech means second class citizenship. Everyone can respect a parent's desire for their child to have a better life, but when that desire is erroneously tied to an individual's career choice it is dangerous. It would seem that at the present time the majority of parents and students surveyed feel that a college education is the best and surest route to success. This attitude is not only dangerous it is false. If we as educators continue to lead most of the people to believe that a college degree is necessary, while nationwide only 17% of the population graduates from college there is bound to be trouble. Any individual who is not in a college preparatory program finds himself looked down on by others, and is almost forced to consider himself a second class citizen. This is a heavy burden to place on young people and it is obvious many are not choosing Vo-Tech because of the burden that goes with that decision.

The attitude that college is the royal road to success has generated from the idea that more education can lead to a better prepared work life. This idea is sound only so long as we recognize that the optimal amount of education required for various careers varies widely from career to career. It further presupposes that the only form of education is formal education that takes place within the walls of an institution. It fails to recognize that these are various ways of developing expertise

outside of a formal classroom situation. For example, it takes four years of training to become either a teacher or a plumber.

In part the adults in this survey seemed to recognize some of the erroneous feelings they had. It is possible to say this because they expressed concern and overwhelming approval of any ideas which focused on increased emphasis on careers. In several places they indicate a desire for more extensive counseling programs and more career information programs. They also suggested the idea of exploratory programs at the Vo-Tech school and a broadened work experience program for all students.

They also favored a more flexible school program that would act to provide more experiences for all students. They also favored such a program for it would tend to breakdown the separation of the Vo-Tech student from the "academic" student. The parents seem to feel that this contributed to the negative feelings about Vo-Tech and the Vo-Tech student.

Finally an overwhelming majority of parents wanted more information for themselves and their children. Information not just about the Vo-Tech, but about the school in general.

## Recommendations

All of the following recommendations are made only as suggested actions. This author is fully aware that the conclusions I might reach from reading the data suffer somewhat from a lack of an in depth understanding of all of the various aspects of the school district. Hence, in the final analysis it is the recipients of this report that must make the final recommendations.

1. The school district should institute a school wide program of career education. This program to begin in elementary school and extend to the adults in the community.
2. The school district should institute a community program designed to make the community aware of all career options. Such a program is more than simply providing information. Parents must be helped to internalize the respect for all career options. The best mode the school district can use for this program is not large parent nights, but programs which allow for a small group of parents to meet with a school representative for a series of discussions.
3. A general revision of the curriculum particularly for the Vo-Tech student should be undertaken. The focus of this revision should be to make the more traditional subject areas, i.e. English, History, Math, more career related. The curriculum should also be designed to be more flexible and open to change. Finally the curriculum needs to contain more actual hands on experiences for all students. A systematic program of field trips to various business and industrial settings should be built into the curriculum in the elementary school. In the junior high, students should be given an opportunity to spend

anywhere from five to ten full school days visiting work settings in which they are interested. Finally in senior high all students should spend at least one-half day per week in a career area of their choice. For example a student wishing to become a dentist should spend part of each week in a dentist's office on a work experience program. This same kind of program could be provided for almost all career areas.

4. There is a need to change the Vo-Tech program from a two-week turn around to a half day program. The only arguments in favor of a two-week turn around are that it causes less transportation problems and it makes the Vo-Tech experience closer to the real work setting. Neither of these arguements holds much water and as expressed earlier I suggest that the various BOCES districts in New York be examined. The most dangerous element in the two-week program is that it does more to segregate the Vo-Tech student than anything else. Thus, making them seem different. This is not only damaging to them it is bound, as this survey shows, to have a negative effect on those who are considering entering the program.
5. As discussed earlier there is a strong need for an exploratory program at the Vo-Tech school.
6. In areas where the demand is high (i.e. auto mechanics, cosmetology) satelite programs should be investigated.
7. Vo-Tech students should not all be in the same academic classes, nor should they be required to take double periods of the same subject. They should have relatively the same access to subjects (i.e. driver training) and activities as do the regular students.
8. While the counselors should be the leaders in implementing some of the above recommendations it is necessary that the administration and faculty take a good look at their own attitudes toward the Vo-Tech

student and how this might be affecting the operation of the program.

9. In the main what many of these recommendations call for is a more flexible school system and curriculum. Where a student can move at his own pace and where it is not a crime to change his mind about his program of study.

All of the above is said with the recognition by this writer that there is much evidence of good work within the school program. The content of the Vo-Tech program is not at question, what is at question is how that content can be utilized in the best way for the total education of students and further how those programs can be made more attractive and available to all students.

# Conclusions and Recommendations

Project committee members concur that:

(1) The joint planning, operation and assessment activities which have characterized this project have constituted a satisfying and enlightening personal and group experience and -

(2) The findings have made a valuable addition to the knowledge needed by school and community to develop and support vocational training and experience appropriate to pupil needs.

(3) School and community need to maintain close communication in identifying needs, attitudes, and activities in order that joint interest and support be maintained in continuing effort to provide suitable learning options.

(4) Satisfaction and success in a life-work should outweigh socio-economic aspirations, a situation requiring planned attack to achieve.

Project committee members recommend that:

(1) The academic program of vocational-technical pupils be reviewed for relevance and rewritten in the light of findings.

(2) The academic schedules of vocational-technical pupils be made more flexible to afford more variety and more options.

(3) The half-day program be instituted in place of the present two-week program.

(4) The findings and recommendations of this project be used to promote further research action to:

a. involve counselors and classroom teachers and teacher-trainees in finding and implementing vocational implications of major disciplines for all pupils.

b. inform and include parents and community representatives in vocational planning, in school and out.

# APPENDIX No. I

Membership of the Planning Committee for the Research Project:

"FACTORS AFFECTING VOCATIONAL-TECHNICAL PROGRAM CHOICE"

Mr. Robert McCullough - Millcreek Township School Board
Mrs. Patricia Yahn - Millcreek Township School Board
Dr. Robert Flynn - Consultant - (Assistant Superintendent, Baldwin-Whitehall School District)
Mr. Kenneth Buckham - Principal, Intermediate High School
Dr. Richard Warner - Consultant - (Auburn University)
Dr. Robert Tauber - The Behrend Campus
Miss Kathryn Keep - Bureau of Employment Security
Mr. Charles LeMasters - Principal, McDowell High School
Mr. Ray Hedderick - Principal, Fairview High School
Mr. William Parrish - Principal, Iroquois Area School
Dr. Earl Stubbe - Intermediate Unit No. 5
Mr. David Nawrocki - McDowell, Work-study Program
Mr. John Sapko - McDowell, Industrial Arts
Mrs. Jennie Iavarone - Parent
Mrs. Joan Ore - Parent
Mr. Richard DeLuca - Guidance, Voc-Technical School

Membership of the Working-Writing Committee:

Mr. Hughes Brininger - Assistant Superintendent, Millcreek Schools
Mr. Thomas Phillips - McDowell, Guidance
Dr. Virginia S. Evans

Student Representatives:

Mr. Ronald Prindle
Miss Kathy DeGeorge

# APPENDIX No. IIa

Dear Committee Member:

You will find enclosed the "tentatively" final interview forms for the Voc. Technical/Millcreek research project. There are four forms for use with adults and one form for use with students.

Dr. Warner has asked that you try to arrange sufficient interviews to fill this number of forms if it is possible for you to do so. Also, he has asked that the completed forms be sent to me (address given below) by Wednesday, August 16th. This should ensure my receipt of them by Friday, August 18th. I am to mail the collected forms to him on the following day, Saturday. He will read and summarize the returns, and will then direct us as to any changes in content or format that he feels should be made.

If, in handling your interviews, you need more space for answers than has been provided, use the reverse side of the page. Try to be brief but try, too, to include all comment of consequence. If you have helpful suggestions to offer Dr. Warner, please send these with your materials. It will be a pleasure to send them on to him.

Dr. Warner expressed his pleasure in meeting the committee and his satisfaction in the calls and visits which were made in response to his invitation of Thursday night to confer on Friday if you could. He reiterated his conviction that research of this sort is important and that such efforts as those put forth by this committee make a valuable contribution to the effective education of our young people.

Yours sincerely,

Address:

Dr. Virginia S. Evans
Millcreek Education Center
3740 W. 26th St.
Erie, Pa. 16506

# APPENDIX No. IIb

TRIAL INTERVIEW (to be used community members, not McDowell/County Tech graduates)

1. What programs, to your knowledge, are offered at the home high school?

2. What programs, to your knowledge, are offered at the Voc. Technical school?

3. (a) to be asked of adults only

Would you be willing to have your son/daughter be scheduled for a program at the Voc. Technical school? Yes _____, no _____.

In either case, why?

3. (b) to be asked of students only

If you are presently taking one of the home high school/Voc. Technical school programs, would you choose such a program if you were able to make your choice over again? Yes _____, no _____.

In either case, why?

If you are presently taking an academic program, would you prefer to take a Voc. Technical program if you were able to make your choice over again? Yes _____, no _____.

In either case, why?

# APPENDIX No. IIIa

PARENT INTERVIEW FORM

Vocational-technical Programs Survey

1. Public School District _____

2. Occupation of major wage earner _____

   Occupation of secondary wage earner _____

3. Approximate age, (21-30)____, (31-35)____, (36-40)____, (41-45)____, (46-50)____, 51+ ____

4. What is highest educational level completed by,

   major wage earner? grade_____, J.H.____, S.H._____, B.A._____, M.A._____, Ph.D._____.

   secondary earner? grade_____, J.H.____, S.H._____, B.A._____, M.A._____, Ph.D._____.

5. How many children do you have attending school in grades,

   1-6 _____, 7-9 _____, 10-12 _____.

   How many children are attending public school in grades,

   1-6 _____, 7-9 _____, 10-12 _____

6. If you have children in grades 5-6, what do they tell you that they want to be when they grow up?

7. If you have children in grades 7-8, what do they tell you that they want to be when they finish school?

8. If you have children in grades 9-10, what do they tell you that they would like to do for a living when they finish school?

9. If you have children in grades 11-12, what is their current career choice?

10. If you have children in grades 1-6, what career field do you hope that they will enter?

11. If you have children in grades 7-8, what career field do you hope that they will enter?

12. If you have children in grades 9-12, what career field do you hope that they will enter?

13. If you have children currently in grades 9-12, in what program are they enrolled?

a. academic(1) _____, general(2) _____, commercial(3) _____, Voc. Tech.(4) _____, other(5) _____

b. Do you feel that their program is an appropriate one for them?

c. On what information did your son/daughter base the choice of program?

14. Do you feel that you _____ (yes, no) and your son/daughter _____ (yes, no) had enough information about the various options open to them?

What was the source of the information you had? (1) friends ___, (2) teachers ___, (3) counselor ___, (4) peers ___, (5) printed materials ____. (May check more than one.)

15. What should the school do to help your son/daughter make a wise choice of school program?

Are you aware of the various career training programs provided by the County Technical School?

6. Would you be satisfied if your son/daughter chose to attend the County Vocational Technical School? a. Yes ____ b. No _____ .

If Yes, what are the reasons for this?

(1) provide useful skill _____ (2) career opportunities _____

(3) child not college material ____ (4) fits child's interest _____

(5) other _____

If Yes, but you would not approve the program and scheduling as these are now done, What are the reasons for your objections?

(6) a.

b.

c.

If No, what are the reasons for this?

(7) not in child's interest _____ (8) the school itself _____

(9) Want something better for the child ____ (10) couldn't earn a living _____

(11) lack of jobs _____ (12) not enough information _____

(13) other _____

. a. If you have a child in grades 10 - 12 in the Vocational Technical School, are you satisfied with the program he/she has? (1) Yes ____, (2) No _____.

b. If Yes, what are the reasons for your satisfaction?

(1) in the home high school _____

(2) in the Voc. Technical School _____

c. If No, what dissatisfies you?

(3) in the home high school _____

(4) in the Voc. Technical School _____

d. Suggestions for improvement.

(5) home high school (6) Voc. Technical School

18. If you have a child in grades 10-12 and he/she is not involved with the Voc. Technical School, what were the reasons for not selecting one of the Voc. Technical programs?

19. Do you feel that the student who attends the Voc Technical School is looked down upon by his,
    a. home high school teachers ___ Yes; ___ No
    b. home high school classmates ___ Yes; ___ No
    c. voc. technical teachers ____ Yes; ____ No
    d. voc. technical classmates (in other trade programs) ____ Yes; ____ No
    e. out-of-school friends ____ Yes; ____ No

20. a. Would you be in favor of the school devoting more time to providing career information for students to help identify possible career choices and develop career plans? Yes ____; No ____.

    b. If Yes, indicate in rank order (1 = strongest) in which grades you would place emphasis on career information:

    (1) Grs. 6-8 ____ (2) Grs. 9-10 ___ (3) Grs. 11-12 ____

    c. If Yes, would you favor,

    (4) actual visitations to job settings _____
    (5) work-study programs,
        (a) brief experimental experiences; one week at jr. High school, one day in 6th grade _____
        (b) full semester _____
        (c) full year _____
    (6) other _____

21. Please rank in order the ten occupations you feel are the most desirable.

| | | | | |
|---|---|---|---|---|
| a. | c. | e. | g. | i. |
| b. | d. | f. | h. | j. |

22. Would you be in favor of the school offering to students in grades 9-12 an opportunity to spend up to a week in a job setting in which they were interested?

23. Would you be in favor of the Voc. Technical School offering an exploratory program to 9th grade students which would enable them to become acquainted with several programs at the Voc. Technical School and still have the opportunity to return to an academic program if they chose to do so?

24. Are there any other comments or suggestions that you would like to make?

STUDENT INTERVIEW FORM **APPENDIX No. III b**

. School in which you are enrolled _____ _____

. Your present grade (9th, 10th, for example) _____

. In what program are you enrolled _____

. Occupation of father _____

. Occupation of mother _____

. What level of education did your parents complete?

father - (1) grade ____, (2) J.H. ____, (3) S.H. ____, (4) B.A. ____, (5) M.A. ____, (6) Ph.D. ____.

mother - (1) grade ____, (2) J.H. ____, (3) S.H. ____, (4) B.A. ____, (5) M.A. ____, (6) Ph.D. ____.

UESTIONS FOR ALL STUDENTS, grades 7 - 9 inclusive.

What kind of work do you hope to do when you finish school? _____

_____

What would your parents like you to do? _____

How much formal education do you feel you will need in order to enter your chosen field of work? _____

What are your reasons for choosing your line of work? _____

_____ _____

What kind of program do you want to take in high school?

Academic ___, general ___, commercial ___, Voc.Tech. ____, other _____

Have you been provided with information about the programs offered in the high school?

Have you been provided with information about the programs offered in the Voc. Technical school?

Has the school helped you to explore various possible careers? If so, how useful was the help?

Rank in order the ten occupations you feel are the most desirable.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

14. Would you be interested in taking an exploratory course at the Voc. Technical schoool before you had to choose a final program in school?

15. What things do you know about the Voc. Technical school that you -

a. like

b. dislike

QUESTIONS FOR ALL STUDENTS, grades 10 - 12 inclusive.

16. On what information did you base your choice of program in high school?

17. Do you feel that you had sufficient information to make your choice?

18. Do you feel that a program in junior high school, designed to make you familiar with various work settings, would have helped you to make a better decision?

19. Do you feel that an exploratory prog:am at the Voc. Technical school, one which would not have committed you to that program, would have helped you to make a better decision?

UESTIONS FOR ACADEMIC STUDENTS ONLY, grades 10 - 12 inclusive

). Why did you choose not to go into a Voc. Technical program?

. What is your career goal?

. Do you feel that Voc. Technical students are different from other students?

. Would your parents have been pleased if you had selected a Voc. Technical program?

. Do you feel that the teachers in your building treat Voc. Technical students the same as they do other students?

. Do you have any friends that attend the Voc. Technical school?

. Rank in order the ten occupations you feel are the most desirable.

| | |
|---|---|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

. If given the opportunity, would you now elect to attend the Voc. Technical school?

STIONS FOR VOC. TECHNICAL STUDENTS ONLY, grades 10 - 12 inclusive.

Your program as scheduled at the Voc. Technical school was your first choice(a) _____, second(b) _____, third(c) _____.

Are you able to make changes from one program to another in the Voc. Technical school?

Could you choose to return to the home high school on a full-time basis?

Would you prefer a schedule that would allow you to spend part of each day at both schools?

32. Do you feel that the faculty as a whole in the home high school treat you differently from the way they treat other students?

33. Do you feel cut off from activities at the home high school because of your attendance at the Voc. Technical school?

34. Do you feel that your participation in the Voc. Technical school program makes it difficult for you to take some of the courses you would like to take in the home high school?

35. Are you satisfied with the program at the Voc. Technical school? Rate by encircling the number of your choice, one being best, ten being poorest.

1 2 3 4 5 6 7 8 9 10

a. How might it be improved?

36. Are you satisfied with the program at the home high school?

b. With the length of class periods?

c. With the courses offered?

d. With the relationship of courses or classes to your Voc. Technical field?

e. With your home high school teachers' interest in working with you and other Vo-Tech students?

37. Would you prefer to be in classes in the home high school with students other than just Voc. Technical ones?

38. Do you feel that your training is preparing you adequately for your chosen field of work?

39. When you complete your program, do you plan to enter your field on a full-time basis?

40. Are your parents satisfied with your selection of a Voc. Technical program?

41. Rank in order the ten occupations you feel are the most desirable.

| | |
|---|---|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

42. What other comments or suggestions would you care to make?

PHONE 838-4571

MILLCREEK SCHOOLS
3740 WEST 26TH STREET • ERIE, PA. 16506

HUGHES D. BRININGER
ASSISTANT SUPERINTENDENT

August 25, 1972

Dr. Robert Tauber
Department of Education
The Behrend Campus
Erie, Pennsylvania 16510

Dear Dr. Tauber:

The Millcreek Township School System has actively demonstrated a serious concern for the suitability and effectiveness of the programs it offers its student body, by the number and variety of the research projects it operates both under local aegis and under that of the state and federal governments. One such project is that entitled "Factors Affecting the Vocational-Technical Program Choices of Youth". This was submitted to the State Department of Education in February and was approved in June. The project has two major purposes: one, to identify the factors which lead high school pupils in the system to elect vocational-technical training at the County Technical School as this is now available to them in dual home high school/technical school programs, or which cause them to refuse such scheduling and; two, to apply information secured, if and where relevant, in the rewriting of the academic courses offered in the home high school to dual program pupils to improve both quality and aptness.

The dual programs here under scrutiny represent a serious concern not only to Millcreek but also to the other high schools in the tri-county unit who also participate in the support of the County Technical School. These schools have made their interest clear by letters sent to Harrisburg earlier advocating the approval of the project and by requests to participate in any way possible in the implementation of the project.

We are addressing this letter to you to explain the project itself and to request your help. Dr. Edward Smith of the Department of Education in Harrisburg has been especially concerned about the means by which information shall be gathered. He suggested the use of the interview technique and of college students as interviewers, both to be directed by qualified outside consultant service. In accordance with this suggestion we have secured Dr. Richard Warner of the Pennsylvania State University faculty to deal with the interview form itself and are now asking your help in supplying the student interviewers, approximately sixty in number. The students would be trained by Miss Kathryn Keep of the Pennsylvania Bureau of Employment Security who has many years of experience in the training of counselors and who will do this work with the approval of her supervisors who are pleased to cooperate with us

in this research. Students would not only be trained but would also be informed concerning results thus making it possible, should this seem appropriate to you, to incorporate the whole experience into course plans. Interviewees will include students, teachers, and parents. The mechanics of the interviews, - names, transportation, etc., will be arranged by the planning committee from the Millcreek System.

If you can and wish to participate with us in this research, please notify me as promptly as possible so that further planning may be done jointly and without loss of time. This is a timed project and should be in the assessment phase by the beginning of October.

Sincerely yours,

Hughes D. Brininger

Hughes D. Brininger
Assistant Superintendent,
Millcreek Schools

HDB:fs

## APPENDIX No. V

PHONE 838-4571

MILLCREEK SCHOOLS
3740 WEST 26TH STREET • ERIE, PA. 16506

HUGHES D. BRININGER
ASSISTANT SUPERINTENDENT

July 31, 1972

Mr. Bernard J. Williams
District Manager
Bureau of Employment Security
1316 State Street
Erie, Pennsylvania

Sir:

The Millcreek Township School System has received approval from the Department of Education in Harrisburg for a project entitled "Factors Affecting the Vocational-technical Program Choices of Youth." The project, submitted by the Guidance Department of the school system, will involve the gathering of relevant data by means of a structured interview which is to be developed with the assistance of a consultant recommended by Dr. Edward Smith of the State Education Department.

The project is timed, and interviewers - not to include local guidance personnel for fear of possible prejudice - will need to be trained, in a group of probably about sixty, for its use. It is proposed to use as interviewers college students from the local colleges, and we are writing to request your help in supplying training. Miss Katherine Keep, on your staff, is aware that we have submitted the project, shares the interest which your office has always shown in vocational research done by schools, and has indicated her willingness to have us approach you to request her services as interviewer-trainer.

Do you feel you could approve her use for this work? It is anticipated that one, or not to exceed two, training sessions would be required. These would occur around the middle of September, the exact time, place and any other details to be determined if and when approval is given.

Please let us know your decision. If further information is needed before a decision can be made, feel free to call or write us.

Very truly yours,

Hughes D. Brininger
Assistant Superintendent

HDB:mp

EXAMPLES OF MEETINGS

# APPENDIX No. VI

Project 223 - "Factors Affecting Vocational-Technical Program Choice"

Report and Assessment Meetings:

Friday, November 17, 1972 - luncheon to hear Dr. Warner's report of his findings held at Kontis Restaurant at 12:00 o'clock, noon - reservations made 10/31/72

Attending:

| | |
|---|---|
| Hughes Brininger | Ronald Prindle |
| Kenneth Buckham | Richard DeLuca |
| Kathryn Keep | William Parrish |
| Dr. Robert Tauber | Ray Hedderick |
| Dr. Richard Warner (Consultant) | Dr. Stubbe |
| Arthur Sandy | Charles LeMasters |
| Thomas Phillips | Robert McCullough |
| Betty Davis | Elsie Earlley |
| Virginia Evans | Patricia Yahn |
| Joan Ore | |

Monday, November 27th - evening session - Evaluation Meeting - small Conference Room - Education Center - 7:30 p.m.

| | |
|---|---|
| Hughes Brininger | also, a meeting of the evaluation group prior to the evening session, Nov. 28 |
| Kenneth Buckham | |
| Kathryn Keep | |
| Dr. Robert Tauber | |
| Dr. Virginia Evans | |
| Dr. Robert Flynn (Evaluator) | |

Tuesday, November 28th - evening session, report to guidance personnel and administrators - held in the large Conference Room, Education Center at 7:30 p.m.

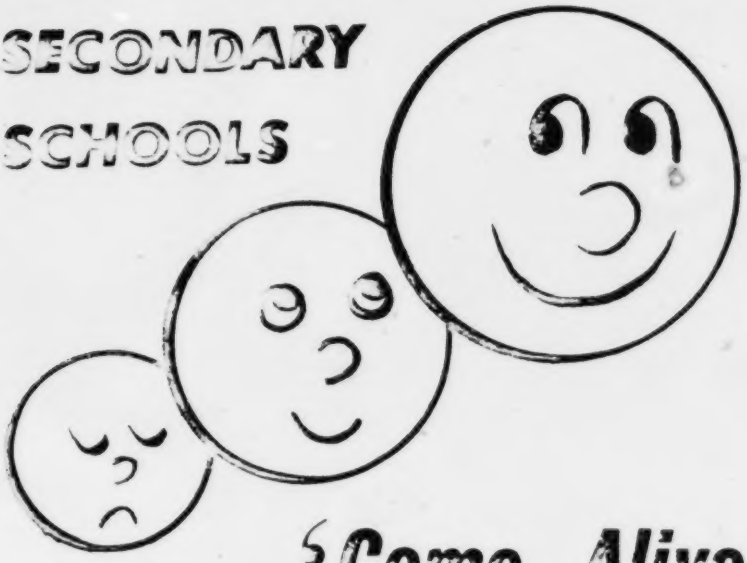
| | |
|---|---|
| Richard Lewis | Beth Holt |
| Mary Beth Dougherty | Thomas Phillips |
| Arthur Sandy | Charles LeMasters |
| Betty Davis | John Swift |
| Frank Heil | Harold Koepka |
| Petra Duffett | Kenneth Buckham |
| David Stillings | Gino Carlotti |
| Waltra Carroll | Hughes Brininger |

Thursday, November 30th - evening session, organization and planning of dissemination of materials, held in small Conference Room, Education Center at 7:30 p.m.

| | | |
|---|---|---|
| Hughes D. Brininger | Kathryn Keep | Dr. Virginia Evans |
| Kenneth Buckham | Dr. Robert Tauber | |

**Millcreek Township**

**SECONDARY SCHOOLS**



## 'Come Alive'

*in a continuous search for new and improved learning experiences for youth.*

***Vocational – Technical Curriculum***

Vocational-technical training is a vital part of a modern comprehensive secondary school's total curriculum. Such training is available to McDowell students in the form of programs which combine academic classes in the home high school with vocational training at the Erie County Technical School.

*With particular reference to the home high school -*

*What are the drawing and holding powers of the present programs?*

*How effectively do they reach the students for whom the training might be most appropriate?*

*What strengths and weaknesses reside in the academic portion of the programs?*

*What are the positive factors that should be retained? The negative factors that should be changed?*

To answer these primary questions

*CURRICULUM & GUIDANCE*

*"CAME ALIVE"*

in the Spring of 1972 to write a research project which was submitted to the Department of Education in Harrisburg for consideration under ESEA Title III. The project was titled: FACTORS AFFECTING VOCATIONAL-TECHNICAL PROGRAM CHOICE

Approved and Funded: *May, 1972*

Termination Date: *November, 1972*

Operational Technique: *Personal Interview*

Consultant to develop and finalize interview forms: *Dr. Richard Warner*

Interviewers: *45 students from the classes of Dr. Robert Tauber, Department of Education, The Behrend Campus*

Training of Interviewers: *Miss Kathryn Keep, Pennsylvania Bureau of Employment Security*

Planning Committee: *Hughes D. Brininger, Chairman*

| | |
|---|---|
| *Mr. Robert McCullough* | *Dr. Richard Warner* |
| *Miss Kathryn Keep* | *Dr. Robert Tauber* |
| *Mr. Ray Hedderick* | *Mr. John Sapko* |
| *Mr. William Parrish* | *Mrs. Joan Ore* |
| *Mrs. Jennie Iavarone* | *Mr. David Nawrocki* |
| *Mr. Richard DeLuca* | *Mr. Thomas Phillips* |
| *Dr. Virginia Evans* | *Miss Kathy DeGeorge* |
| *Mr. Ronald Prindle* | |

Persons interviewed:

*Students - grades 8-12, graduates both academic and vocational-technical*
*Parents*
*Board Members*
*Administrators*
*Teachers*

November 17, 1972

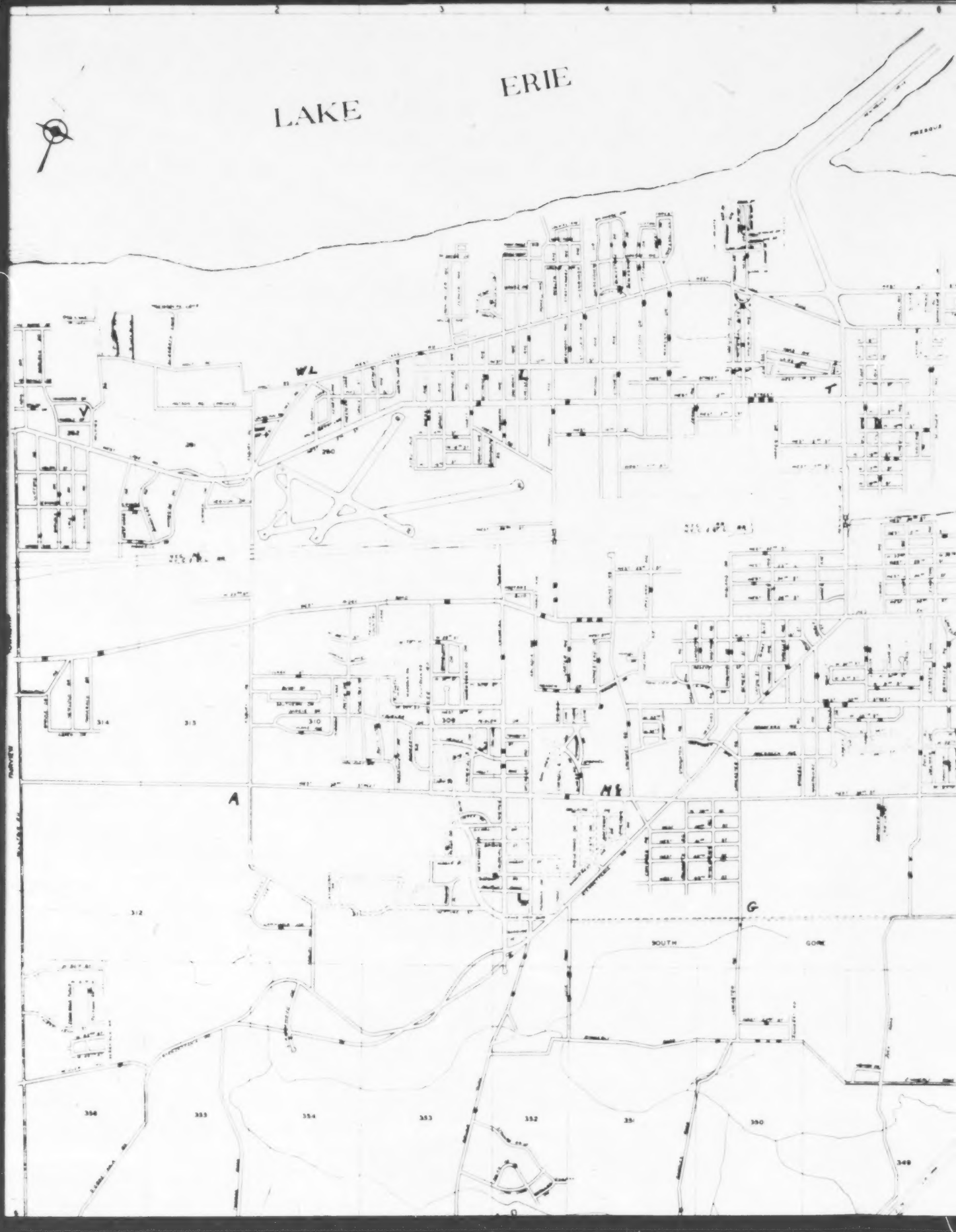
Greetings and Comments:
Hughes D. Brininger
Assistant Superintendent
Millcreek Township Schools

Introduction of Speaker:
Dr. Virginia Evans

Speaker:
Dr. Richard Warner
Project Consultant
Auburn University
Auburn, Alabama

# FACTORS AFFECTING VOCATIONAL-TECHNICAL PROGRAM CHOICE

## FINDINGS AND RECOMMENDATIONS


LAKE ERIE
SOUTH

# OFFICIAL MAP

# MILLCREEK TOWNSHIP

## ERIE COUNTY

## PENNSYLVANIA

ESTABLISHED BY ORDINANCE NO ENACTED BY THE SUPERVISORS OF MILLCREEK TOWNSHIP THIS DAY OF

PLANNING COMMISSION

HERBERT A SPENCER JR
JOHN J DOYLE
ROBERT H NELSON
RONALD T LATORA
JOHN G BECKER

SUPERVISORS

JOS R BECKER
PAUL L MARTIN

KENNETH L INGE TOWNSHIP ENGINEER

| NAME | KEY |
|---|---|
| A | |
| ABERDEEN AVE | D-5 |
| ADAMS ST | B-3 |
| ALGERIA RD | B-8 |
| ALPINE DR | D-3 |
| AMHERST RD | D-3 |
| ANGEL CT | D-3 |
| ANGLE ST | C-3 |
| APPLEMAN RD | G-13 |
| ARBUCKLE RD | F-12 |
| ARCADIA AVE | D-4 |
| ARDEN RD | E-13 |
| ARDMORE AVE | B-3 |
| ARGYLE AVE | A-4 |
| ARIS DR | B-1 |
| ARLINGTON RD E | E-13 |
| ARLINGTON RD W | E-9 |
| ASBURY RD | J |
| ASPEN DR | D-1 |
| ATLANTIC AVE | D-8 |
| AVON DR | G-7 |
| AYLINE DR | F-8 |
| ANDERSON DR | G-10 |
| AHOY DR | A-5 |
| ANDOVER LANE | E-7 |
| B | |
| BALLYHACK ROAD | B-1 |
| BASIN CR | E-9 |
| BANCROFT AVE | E-9 |
| BEACHGROVE DR | A-4 |
| BEAUMONT AVE | B-4 |
| BELLAIRE DR | D-4 |
| BELLEVIEW DR | E-13 |
| BENNET ST | D-5 |
| BERKELEY RD | D-8 |
| BERRY ST | F-8 |
| BIEBEL AVE | F-8 |
| BLACKSTONE DR | A-4 |
| BLADEN RD | F-10 |
| BLUET RD | F-15 |
| BON VIEW DR | D-4 |
| BOULEVARD PL | D-3 |
| BRADFORD AVE | D-5 |
| BRANDES ST | E-13 |
| BRIAR DR | G-4 |
| BROADLAWN DR | D-3 |
| BROOKS ST | E-3 |
| BROOKSIDE DR | C-1 |
| BRYANT ST | F-8 |
| BUDD DR | D-2 |
| BUTT ST | D-5 |
| BREEZEWAY DR | J-1 |
| BONDY DR | F-8 |
| BANK DR | A-5 |
| BRENTWOOD CT | J-8 |
| BEAVER DR | F-9 |
| BERKSHIRE LANE | E-7 |
| C | |
| CHARLESTON AVE | F-7 |
| CALIFORNIA DR | A-1 |
| CANDY LANE | B-2 |
| CARTER AVE | D-4 |
| CATON ST | D-5 |
| CAUGHEY RD | G |
| CHADW CK RD | F-5 |
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| CHARLES ST | F-8 |
| CHELSEA AVE | B-4 |
| CHERRY ST EXT | J-2 |
| CHESTNUT HILL DR | E-8 |
| CLIFFORD DR | C-1 |
| CLIFTON DR | B-4 |
| CATHEDRAL | |
| CLINTON ST | |
| CLOVER HILL DR | |
| COLE DR | |
| COLONIAL AVE | |
| CONCORD RD | |
| CONRAD RD | |
| CONWAY ST | |
| CORNELL ST | |
| COUNTRY LANE | |
| COURT AVE | |
| COVERT CR | |
| CRAY RD | |
| CRESCENT DR | |
| CREST DR | |
| CRESTVIEW DR | |
| CROWELL ST | |
| CRYSTAL DR | |
| CHERYL COURT | |
| CHILTON COURT | |
| CARLA WAY | |
| CHURCH ST | |
| CLARINDA DR | |
| CAMEO WAY | |
| CARRIAGE HILL | |
| CINDY LANE | |
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| D | |
| DEVON LANE | |
| DARCIE DR | |
| DAUPHIN PKWY | |
| DAVIS AVE | |
| DAWSON RD | |
| DORCHESTER DR | |
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| DELMAR DR | |
| DEERFIELD DR | |
| DEBRA DR | |
| DIXSON DR | |
| DORIS DR | |
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| EDGEMONT PKWY | |
| EDGEVALE DR | |
| EDGEWOOD DR | |
| EDINBORO RD | |
| EDWARD ST | |
| EMMALINE DR | |
| EVANS RD | |
| EVANSTON AVE | |
| EXETER RD | |
| ELIZABETH LA | |
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| F | |
| FAIRFAX AVE | |
| FAIRLAWN ST | |
| FALMOUTH RD | |
| FEASLER ST | |
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| FILLMORE AVE | |
| FOOTE MILL RD | |
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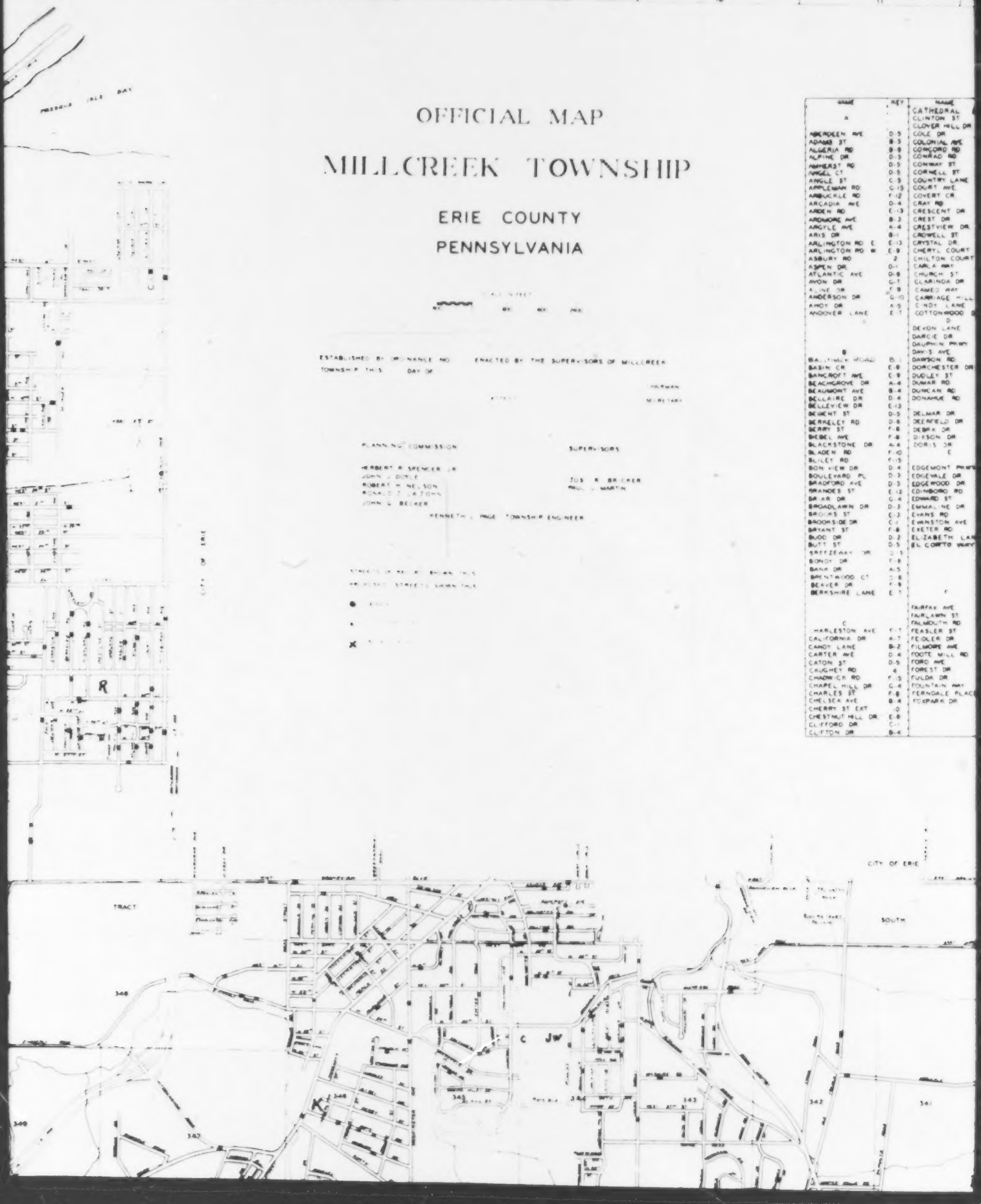
| FOREST DR | |
| FULDA DR | |
| FOUNTAIN WAY | |
| FERNDALE PLACE | |
| FOXPARK DR | |



| NAME | KEY |
|---|---|
| A | |
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| ADAMS ST | B-5 |
| ALGERIA RD | B-8 |
| ALPINE DR | D-5 |
| AMHERST RD | B-5 |
| ANGEL CT | D-5 |
| ANGLE ST | C-5 |
| APPLEMAN RD | C-3 |
| ARBUCKLE RD | F-12 |
| ARCADIA AVE | D-4 |
| ARDEN RD | E-13 |
| ARDMORE AVE | B-3 |
| ARGYLE AVE | A-4 |
| ARIS DR | B-1 |
| ARLINGTON RD E | E-13 |
| ARLINGTON RD W | E-9 |
| ASBURY RD | J |
| ASPEN DR | D-1 |
| ATLANTIC AVE | D-6 |
| AVON DR | G-7 |
| AVINE DR | F-9 |
| ANDERSON DR | G-10 |
| AMOY DR | A-5 |
| ANDOVER LANE | E-7 |
| B | |
| BALDWIN ROAD | B- |
| BASIN CR | E-9 |
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| BEACHGROVE DR | A-4 |
| BEAUMONT AVE | B-4 |
| BELLAIRE DR | D-4 |
| BELLEVIEW DR | E-13 |
| BEMENT ST | D-3 |
| BERKELEY RD | D-6 |
| BERRY ST | F-8 |
| BIEBEL AVE | F-7 |
| BLACKSTONE DR | A-4 |
| BLADEN RD | F-10 |
| BILLEY RD | F-15 |
| BON VIEW DR | D-4 |
| BOULEVARD PL | D-3 |
| BRADFORD AVE | D-5 |
| BRANDES ST | E-13 |
| BRAR DR | G-4 |
| BROADLAWN DR | D-3 |
| BROOKS ST | E-3 |
| BROOKSIDE DR | C- |
| BRYANT ST | F-8 |
| BUDD DR | D-2 |
| BUTT ST | D-5 |
| BREEZEWAY DR | J-3 |
| BONDY DR | F-9 |
| BANK DR | A-5 |
| BRENTWOOD CT | D-6 |
| BEAVER DR | F-9 |
| BERKSHIRE LANE | E-7 |
| C | |
| CHARLESTON AVE | F-7 |
| CALIFORNIA DR | A-7 |
| CANDY LANE | B-2 |
| CARTER AVE | D-4 |
| CATON ST | D-5 |
| CAUGHEY RD | 4 |
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| CHARLES ST | F-8 |
| CHELSEA AVE | B-4 |
| CHERRY ST EXT | 10 |
| CHESTNUT HILL DR | E-9 |
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| CATHEDRAL DR | E-2 |
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| CLOVER HILL DR | F-8 |
| COLE DR | C-1 |
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| CONCORD RD | E-4 |
| CONRAD RD | E-14 |
| CONWAY ST | E-8 |
| CORNELL ST | D-4 |
| COUNTRY LANE | D-3 |
| COURT AVE | D-7 |
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| CREST DR | G-10 |
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| CARRIAGE HILL DR | G-9 |
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| COTTONWOOD DR | G-3 |
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| DORIS DR | G-10 |
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| EVANS RD | F- |
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| FEIDLER DR | D-3 |
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| FOREST DR | A-4 |
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| FLOWPARK DR | F- |
| G | |
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| GARNETS RD | G-4 |
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| GILL ST | B-5 |
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| GLENRIDGE RD | F-10 |
| GLENRUADH AVE | A-4 |
| GLENVIEW DR | G-10 |
| GOLF CLUB RD | G-8 |
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| GORE RD W | F |
| GORMAN DR | C-2 |
| GRACE ST | B-3 |
| GRANDVIEW BLVD | E |
| GRANT AVE | B-3 |
| GREELEY AVE | D-5 |
| GREENFIELD DR | F-8 |
| GREENWAY DR | E-4 |
| GREENWOOD ST | E-8 |
| GRUBB RD | 3 |
| GUETHER AVE | B-3 |
| GLENWOOD PK AVE | G-10 |
| GARDNER DR | F-12 |
| GOLD AVE | F-10 |
| GREENGARDEN RD | E-8 |
| H | |
| HAMLET AVE | C-4 |
| HAMPSHIRE RD | D-5 |
| HARPER DR | F-5 |
| HARTT RD | B-3 |
| HAAS AVE | B-5 |
| HASTINGS RD | D-5 |
| HAVEN ST | E-8 |
| HEIDLER RD | F- |
| HELEN ST | B- |
| HEMLOCK DR | D- |
| HENDERSON RD | J |
| HERMAN DR | F-8 |
| HERSHEY RD | G |
| HIDDEN LANE | D-2 |
| HARBOR VIEW DR | E-10 |
| HIGH ST | E-8 |
| HEIST AVE | F-8 |
| HIGHLAND RD | D-8 |
| HILBORN AVE | B-8 |
| HILLHAVEN DR | G- |
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| HOME RD | G-10 |
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| HOMESTEAD DR | D-4 |
| HONDA DR | F-8 |
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| HILLCREST AVE | F-9 |
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| HOLIDAY DR | D-2 |
| HERITAGE DR | G-9 |
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| IDAHO AVE | C-4 |
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| INDUSTRIAL DR | B-6 |
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| J | |
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| K | |
| KERRY LANE | B-2 |
| KIMBERLY DR | G-8 |
| KOEHLER RD | E-5 |
| KRUGER AVE | E-8 |
| KUNTZ RD | G-8 |
| KING DR | F-6 |
| KRISTE DR | D-5 |
| KELSO DR | A-5 |
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| LORNA LANE | D-2 |
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| LAIRD AVE | B-3 |
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| LAKE SHORE DR | A |
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| LEHIGH ST | F-8 |
| LEONDALE ST | E-4 |
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| LINDEN AVE | B-4 |
| LOCHEL AVE | A-4 |
| LONGVIEW AVE | E-14 |
| LOVELAND AVE | C-4 |
| LOVE RD | F-4 |
| LOWELL AVE | C-8 |
| LUNA LANE | G-3 |
| LOGAN DR | D-8 |
| LANSING WAY | D-8 |
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| LAKE SURE DR | A-5 |
| LARGO DR | A-5 |
| LARCHMONT DR | F-9 |
| LESTER LANE | E-2 |
| LAWNDALE DR | E-2 |
| M | |
| MARWIN RD | G-7 |
| MARSHALL DR | B-4 |
| MARTIN RD | 15 |
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| MCCREARY RD | D-8 |
| MCDOWELL ST | D-4 |
| MCKEE RD | D-3 |
| MEADOW DR | D-4 |
| MERIDIAN DR | G-7 |
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| MIDDLE DR | B- |
| MIDLAND DR | C-5 |
| MILL ST | F-9 |
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| MONTPELIER AVE | B-3 |
| MONTROSE AVE | A-3 |
| MORAINE DR | G-8 |
| MORNINGSIDE DR | D-3 |
| MARIANNA AVE | G-8 |
| MINER DR | C-9 |
| MILLCREST RD | G-2 |
| MAPLE DR | D-4 |
| MCCLELLAND AVE | E-13 |
| N | |
| NEPTUNE ST | E-3 |
| NEVADA DR | A-8 |
| NICHOLSON ST | E-8 |
| NIEMEYER RD | F-10 |
| NORCROSS RD | F-3 |
| NORTHGATE DR | B-3 |
| NORRIS DR | F-10 |
| O | |
| OAKDALE PKWY | B-5 |
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| OAKMONT AVE | B-3 |
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| OLD ORCHARD DR | D-3 |
| OREGON AVE | B-5 |
| OVER RD | B-3 |
| OAKHILL DR | E-3 |
| P | |
| PARTRIDGE DR | G-8 |
| PACIFIC AVE | D-8 |
| PANCHA DR | E-4 |
| PATTON ST | F-8 |
| PARKVIEW DR | G-10 |
| PEACH ST | 8 |
| PENELEC PARK DR | G-8 |
| PENINSULA DR | 5 |
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| PERSHING AVE | F-8 |
| PETTIT DR | A-3 |
| PHELAWN DR | E-4 |
| PITTSBURGH AVE | Y |
| PLAZA DR | E-3 |
| POTOMAC AVE | B-4 |
| POWELL AVE | A |
| PRISCILLA DR | D-5 |
| PROTANE BLVD | D-5 |
| PILGRIM DR | G-10 |
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| PINE TREE TERRACE | D-3 |
| PERRY HWY | F-10 |
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| Q | |
| QUIRK DR | G-10 |
| R | |
| RANDOLPH RD | B-3 |
| RED PINE LANE | G-5 |
| REGENT ST | D-5 |
| RICHMOND ST | F-8 |
| RIDGE BLVD | D-5 |
| RIDGE RD W | D |
| RIDGEWOOD DR | E-4 |
| RILING CT | E-1 |
| RINGERLE DR | G-7 |
| RONDEAU DR | A-3 |
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| ROSLYN AVE | A-4 |
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| ROXBURY RD | E-3 |
| RUTH AVE | F-10 |
| R-31 C LANE | D-3 |
| ROBINHOOD LANE | F-9 |
| RIPLEY DR | F-14 |
| S | |
| ST ANN DR | G-9 |
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| SIMONE PL | E-3 |
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| SCHWARTZ DR | F-8 |
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| SUNLIGHT DR | G-2 |
| SOUTHVIEW DR | F-8 |
| STREAMWOOD PK | F-8 |
| SCHULTZ RD | G |
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| SADDLEHORN DR | G-4 |
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| TAMARACK DR | D- |
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| THIRTY RD | C-15 |
| TONGUE ST | D-3 |
| TRACY DR N | B-8 |
| TRACY DR S | B-8 |
| TREMONT PKWY | E-8 |
| TULANE AVE | D-2 |
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| U | |
| V | |
| VASSAR ST | E-3 |
| VENICE DR | D-3 |
| VERNON DR | C-2 |
| VILLAGE ST | D-2 |
| VISTA DR | E-4 |
| VEGA LANE | G-7 |
| W | |
| WAGER RD | G-13 |
| WASHINGTON AVE | 8 |
| WATSON RD | B-2 |
| WATTSBURG RD | 4 |
| WELLINGTON RD | D-4 |
| WEST LAKE RD | 8 |
| WEST ST | F-7 |
| WESTERN LANE | B-2 |
| WESTLINE ST | D-8 |
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| WILDBERRY LANE | B-2 |
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| WILLIS ST | D-6 |
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| WILSHIRE RD | F-10 |
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| WOLF RD | B- |
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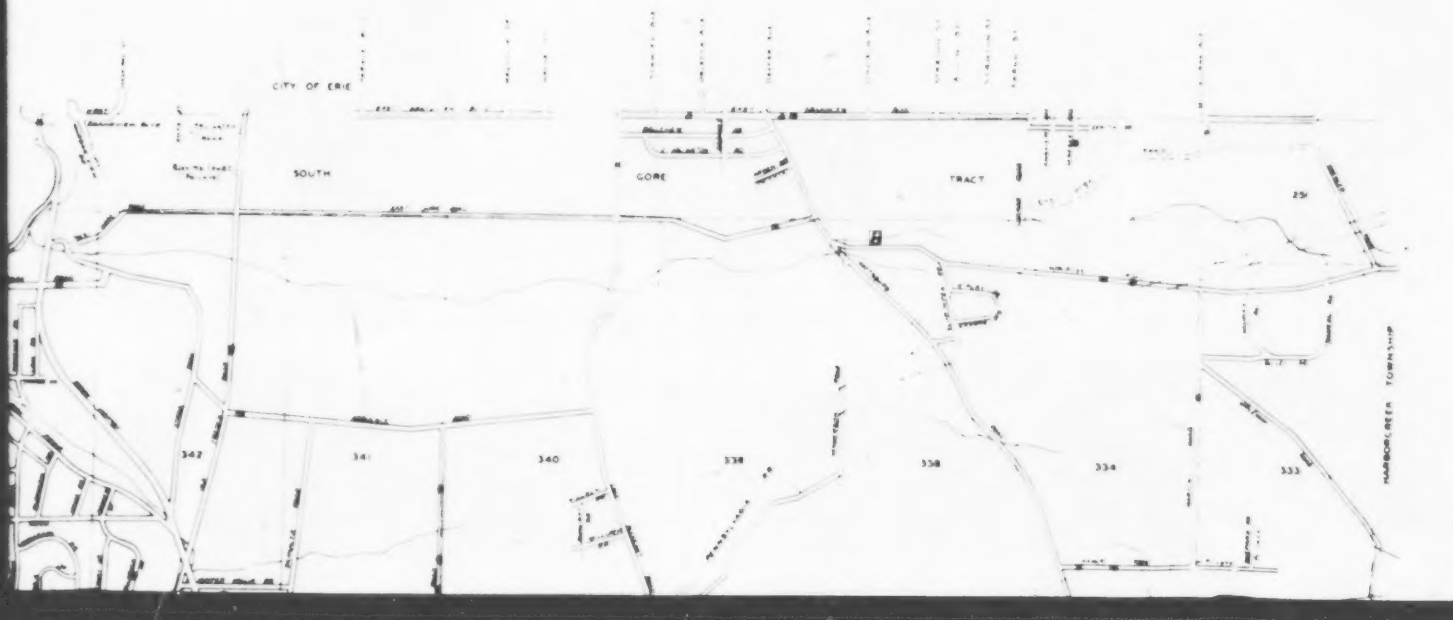
| WHITEHOUSE DR | A-5 |
| WOODHAVEN DR | D-3 |
| WYNBURNE AVE | E-7 |
| X | |
| Y | |
| YOUNG RD | G-10 |
| Z | |
| ZAUNEGGER ST | F-8 |
| ZENITH DR | E-14 |
| ZEPHYR AVE | A-3 |
| ZIMMERLY RD | F |
| ZOOK RD | 8 |



THE PENNSYLVANIA STATE UNIVERSITY
The Behrend Campus
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Erie, Pennsylvania 16510

Telephone
Area Code 814
899-3101

December 4, 1972

## Section A.

Dr. Virginia Evans
Millcreek Educational Center
3740 West 26th Street
Erie, Pennsylvania 16506

Re: Information and Recommendations concerning Project 223, Factors Affecting Vocational-Technical Program Choice

Dear Dr. Evans:

In order to, (1) collect data from a large representative and random sampling (429 students and 144 adults), (2) collect the data over a large geographic area such as Millcreek School District, (3) collect the data from both the senior high and the junior highs, and (4) collect the data in just two days, a sizable number of interested, non-biased, and trained interviewers were needed.

The large representative sample (573 students and adults) was necessary so that the conclusions and recommendations made as a result of the Survey would be generalizable to the entire school district. The collection of the data in as short a time as possible (2 days) was necessary to avoid such internal Sources of Invalidity as History, Maturation, or Mortality.

The interviewers should have an interest in the project in order to convey to the person interviewed a sense of sincerity such that the person being interviewed feels his opinions are actually of value. The interviewer should be non-biased with respect to his interaction with the person interviewed. Such neutrality on the part of the interviewer is necessary to avoid contamination of results. The interviewer should be trained in such areas as developing a rapport with the person interviewed, channeling tangential conversations and situations back to the task at hand, and affirming the confidentiality of the person interviewed's opinions.

For this survey the interviewers consisted of the students from the two, Cultural Foundations of Education 115 classes at the Behrend Campus of The Pennsylvania State University. The Millcreek Survey of Student and Parental Attitudes Toward the Vo-Tech program afforded my students the opportunity to observe firsthand a number of areas that were already planned to be discussed (i.e. Community values, teacher attitudes, parental

pressures, Vo-Tech Education). The specific course requirements for the Cf Ed 115 students' participation in the Millcreek Vo-Tech Survey are listed on page 2, objective 3, of the attached copy of the Course Requirements of Cf Ed 115.

As the interviewers did not know they were to be paid, their efforts were supplied, and I believe the interest was present, with respect to meeting specific course objectives. The opportunity for 'field experience' and to 'see book theory in action' did much to increase interest and motivation.

The interviewers were cautioned to be friendly and business-like in conducting the interviews, but not to indulge in any conversation that might bias the results of the interview. It was stressed to the interviewers that we would have the rest of the term to listen to and analyze their particular biases.

The interviewers were provided with a copy of the student and parent interview forms, told to read each copy carefully to see if they understood the intent of the questions, and were instructed to conduct a trial interview and to note any questions that arose. Two days later, Miss Kathryn Keep from the United States Employment Services of Erie, Pennsylvania, came to our class and conducted a training session on interviewing techniques. Following the training session, Miss Keep, representatives from the Millcreek School District, and I answered questions from the student interviewers concerning both the forms to be used and the procedures to be followed in administering the interview.

## Section D. Recommendations

The following recommendations are based upon the data collected in this Survey, upon the specific conclusions and recommendations made by Dr. Richard Warner, Jr., upon my previous experience of teaching and later counseling vo-tech students, and upon my present responsibilities of instructing pre-service teachers.

1. Any effort at a school wide program of career education should include not only students but should include teachers, counselors and administrators as well. This career education effort should not only be horizontal (school wide), but should be vertical (kindergarten through adult education). Such a career education effort must include 'hands on' opportunities for the students and the teachers, counselors, and administrators. Such an emphasis to career education would allow the teacher to offer more than 'lip-service' toward such vocations as welding, auto-mechanics, sheetmetal, tool and die design, and electronics technology.

2. A similar Survey should be conducted for the grades 4th through 8th. Although it is true that a student does not have to make an official declaration of his vocation until the end of 9th grade, his attitudes toward possible vocations start to form much earlier. The elementary, middle, and intermediate level teachers and administrators act as a model or identification figure for their students. As a result, indirectly applied pressure (perhaps inferred by students from topics for discussion, assignments, textbook illustrations, visits to a Professional's office, value placed on learning in order to get accepted to college) helps mold a student's attitudes such that he is not able to make a realistic, unbiased career choice when called upon to do so.

3. One career education program that could be put into effect almost immediately, could eliminate the counselor as the sole 'interpreter' for most vocations, and would encourage students, teachers, and parents to seek career information would be a HOTLINE. A HOTLINE would be an arrangement similar to those established for persons seeking information or help concerning drugs. Community persons representing various and numerous vocations would man the HOTLINE. The phone numbers for these persons would be made available to students, teachers, counselors, administrators, and parents with the assurance that when a call is made, the person on the other end of the line already knows why you are calling. In addition to offering career education information for students, teachers, counselors, administrators, and parents, an added benefit would be that those community people participating in the HOTLINE arrangement would feel they are working with the schools to educate their children.

4. Information such as the conclusions and recommendations made as a result of this survey should be made known to all teacher training institutions in the Commonwealth. With the increasing number of Area Vocational-Technical Schools throughout Pennsylvania, it is obvious that the home-school academic teachers will be called upon more and more to meet the needs of vo-tech students. At present, the teacher training institutions of Pennsylvania do not prepare their teachers either in content or, more importantly, in attitude to meet the needs of these students. This holds true for all levels of teaching -- elementary through secondary.

5. In addition to the information being distributed to all academic teacher training institutions in Pennsylvania, the conclusions and recommendations should be made available to those institutions responsible for offering certification programs for vocational-technical shop teachers. These institutions should include, as a minimum, the Vocational-Technical Education Department of the University of Pittsburgh, The Pennsylvania State University, and Temple University. In this way both the home-school academic teachers and vocational-technical teachers will have the same information from which to start planning.

Sincerely,

Robert Tauber, Ph. D.
Assistant Professor of Education

Enclosure

RT/lm

CULTURAL FOUNDATIONS 115
Course Requirements
Text: The Teacher's Handbook
Ed by Dwight Allen
Scott, Foresman and Co.

Dr. R. Tauber, Instructor
(North Cottage - 899-3101
ext. 256)

As the instructor for Cf Ed 115, it is my responsibility to see that the environment is structured such that learning has the best chance of taking place. This responsibility can be best met by the instructor presenting information and initiating challenging and thought provoking questions (lecture-discussion), AND by the instructor designing various course requirements such that a number of structured and unstructured options are available to the student. The instructor will insist on the student meeting minimum requirements.

As the 1972-73 PSU Bulletin states, Cf Ed 115 is an introduction to how the development of educational institutions has been influenced by historical, sociological, and philosophical forces. At all times the instructor will attempt to present these forces in a dynamic sense to see how the present has, and the future might be influenced, rather than in a static sense which would make the material just an accumulation of facts and information.

The Cf Ed 115 course will consist of:

1. Instructor initiated lecture/discussion sessions (Government intervention in education, School law, Tenure.....)

2. Instructor arranged field experiences (Vo-Tech, Montessori School, Special Education School, Tri-County Intermediate Unit)

3. Student participation in administering Vo-Tech Survey to Millcreek parents, teachers, and students.

4. Student arranged field experiences (School Board meeting, Two full class observations in student's content area)

5. Student initiated - instructor agreed upon Project/Term Paper.

6. An oral presentation of the results, conclusions, and recommendations of the student's project/term paper.

7. Student individually completing minimum requirements of reading one Education book, viewing one film, and listening to one cassette tape.

Specific Objectives and Activities:

1. Given the ten week term, the student will demonstrate his ability to recall, relate, interpret, organize, suggest reasons for, defend, and evaluate the content of the instructor initiated lecture/discussions via the successful completion of a multiple-choice, true-false, essay final examination.

2. Given the first seven weeks of the term, the student will demonstrate his ability to make an observation of an educational setting. Successfully making an observation is defined as the student demonstrating his ability to recall, apply, analyze, and evaluate the situation. This will be evidenced by the student:

   A. completing an Observation Form (attached yellow sheet) for each observation made.

   B. being able to orally discuss the observation, defending one's point of view, and challenging the views of others.

3. Given the first week of the term, the student will demonstrate his ability to develop the skill of interviewing, to gain information about a particular educational institution (Vo-Tech), and to infer attitudes towards the same institution. This will be accomplished by the students participating in Millcreek's Vo-Tech Survey as interviewers. Such an experience should allow the student to directly observe various clientele (parents, teachers, principals, students) and to observe different socioeconomic conditions that affect educational institutions. This will be evidenced by the student:

   A. successfully completing his assigned interviews.

   B. being able to orally discuss the possible historical, sociological, and philosophical forces responsible for the results of the survey.

4. Given the first seven weeks of the term (due November 10), each student will demonstrate his ability to propose, define a problem, research, sort evidence, support, organize, evaluate, defend, interpret, hypothesize, and finally communicate (via written word) by completing a PROJECT or TERM PAPER as arranged with the instructor. In each case the written communication should demonstrate accepted grammar, spelling, and word usage. Such a project or paper should demonstrate the student's ability to back up what he has to say with footnotes or endnotes. A bibliography is required. The communication must be typed. The students PROJECT or PAPER must be agreed upon by the instructor by October 18.

5. Given the last three weeks of the term, the student will demonstrate his ability to orally summarize the results of his PROJECT or TERM PAPER, convey his conclusions, make recommendations, and field questions from the class. This will be accomplished via an oral presentation of from 20 to 30 minutes. A schedule of the oral presentations will be posted.

6. Given the requirement of attending a minimum of six individual PROJECT or TERM PAPER presentations, each student will demonstrate his ability to listen and to critique. It is assumed by the instructor that each student will select his minimum attendance of six presentations with regards to those that interest him the most. Those attending each PROJECT or TERM PAPER presentation will be expected to:

   A. verbally interact by asking questions and/or challenging the speaker's comments.

   B. critiquing the speaker in writing with respect to, appropriateness of the PROJECT or TERM PAPER, interest generated, the speaker's ability to field questions, the validity of the speaker's conclusions and recommendations..

7. Given the first eight weeks of the term, each student will demonstrate his ability to interact on a one to one basis by scheduling an appointment with the instructor to discuss one of the student's initiated field experiences (School Board meeting, class observations...)

8. Given the ten week term, and given the requirement of, viewing a minimum of one Foundation Flick, reading a minimum of one book, and listening to a minimum of one cassette tape on a topic related to Cf Ed 115 and of interest to the student, each student will demonstrate his ability to state (outline), react to, and relate the medium's message to Cf Ed 115 in general, AND to the student's major in particular. This will be accomplished by the student completing a Flick or Audio Tape for (FAT form). See attached Green Form. Only one FAT form may be turned in each week.

9. Given the ten week term, the student will demonstrate an interest in and a positive attitude toward teaching and professional education topics and issues. This will be inferred by the student orally participating in class discussions, raising questions or making points based on facts rather than on emotions, and generally exceeding minimum requirements.

10. Given the ten week term, the student will demonstrate a sense of responsibility to be inferred by the student meeting assigned and assumed deadlines, being prepared to participate in class discussions, and arriving at class on time.

11. Given the ten week term, the student will demonstrate his ability to influence the opinion of his peers via class discussions. The student should use class discussions as practice in modifying other student's attitudes and beliefs. Such attempts at modifying the attitudes of one's peers may take the form of initiating a discussion <u>OR</u> reacting to the statements of other students.

CULTURAL FOUNDATIONS 115

Name _____
SS # _____
Date _____
College _____
Major _____

OBSERVATION FORM

Teacher's Name _____ Number of students _____
School _____ Time of Day _____
Location _____ Grade level (s) _____
Subject _____

1. Initial Gross Reaction (physical plant, activity of students, evidence of learning taking place, discipline, enthusiasm of teachers and administration).

2. Grade level you plan to teach (or work with in some capacity) ____

3. How will what you observed (grade levels, subjects, activities) in your visit influence what you do in your specific major?

4. How is this visit and the resulting observations related to CF ED 115? (Cite two specific references, i.e. class discussion, textbook material, article from book of readings, etc.)

5. Your pros and cons, benefits and drawbacks, advantages and disadvantages of this type of learning situation.

| (ADVANTAGES) | (DISADVANTAGES) |
|---|---|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |

CULTURAL FOUNDATIONS 115

Name _____
SS # _____
Date _____

College _____
Major _____

FLICK OR AUDIO TAPEFORM

((FAT FORM))

1. Time of viewing _____
   Date of viewing _____
   Type of medium _____
   Title of medium's message _____

2. Outline of message presented via the medium

   (Use Back of Paper for Outline)

3. How does this particular message relate to a topic(s) in CFED 115?

4. How does this particular message relate to your SPECIAL major?

5. Give your critical (comparative, analytical, evaluative) reaction or your personal position on the above report and justify it with data, criteria, other authorities or writers, specific experiences, or systematic logic or arguments.

6. General reaction to medium and its presentation.

## APPENDIX No. IX

PHONE 838-4571

MILLCREEK SCHOOLS
3740 WEST 26TH STREET • ERIE, PA. 16506

September 20, 1972

Dear Parent:

You are being asked, as a parent, to help with a research effort now being made by the Millcreek Township School District, through a special State Grant of funds, to evaluate the programs now being offered in McDowell High School to students who are also scheduled at the Erie County Technical School. Your opinions and suggestions would be taken in a personal interview by one of a group of local college students who are being especially trained to do this work. Each interviewer will carry an identification slip bearing his name and my signature.

You are assured that your name will not appear anywhere in the interview materials. The interview itself will require no more than one hour of your time. All interviews will be done on two days, Thursday and Friday, September 28 and 29, 1972.

Your interviewer will call at your home on ( ) Thursday, September 28, between ( ) 9:00 a.m. and 12:00 noon or ( ) 1:00 p.m. and 3:00 p.m., or ( ) Friday, September 29, between ( ) 9:00 a.m. and 12:00 noon or ( ) 1:00 p.m. and 3:00 p.m.

We shall be grateful for your help in our efforts to ensure the best possible McDowell programs for our Erie County Technical students. Other nearby school systems which also use the County Technical School have asked that we share our findings with them. We have agreed to do this. We shall also share our findings with any parent who is interviewed, if this is desired. If you wish to receive a copy of the findings, ask your interviewer to make a note of your request.

Please try to be at home and available for interview at the date and time checked above.

Sincerely yours,

DR. JOHN S. SANDEL
Superintendent
Millcreek Township Schools

# APPENDIX No. X

MILLCREEK TOWNSHIP SCHOOL DISTRICT

This will identify _____ who is an interviewer for the research project in McDowell High School programs for students also scheduled at Erie County Technical School.

9/28-29/72

DR. JOHN S. SANDEL
Superintendent
Millcreek Township Schools

MILLCREEK TOWNSHIP SCHOOL DISTRICT

This will identify _____ who is an interviewer for the research project in McDowell High School programs for students also scheduled at Erie County Technical School.

9/28-28/72

DR. JOHN S. SANDEL
Superintendent
Millcreek Township Schools

MILLCREEK TOWNSHIP SCHOOL DISTRICT

This will identify _____ who is an interviewer for the research project in McDowell High School programs for students also scheduled at Erie County Technical School.

9/28-29/72

DR. JOHN S. SANDEL
Superintendent
Millcreek Township Schools

MILLCREEK TOWNSHIP SCHOOL DISTRICT

This will identify _____ who is an interviewer for the research project in McDowell High School programs for students also scheduled at Erie County Technical School.

9/28-29/72

DR. JOHN S. SANDEL
Superintendent
Millcreek Township Schools

# APPENDIX No. XI

Comments on the Project on Factors Affecting Vocational-Technical Choices of Youth:

The Project on Factors Affecting Vocational-Technical Choices of Youth is of value as it solicited reactions from a varied sample of people who are directly involved in the problems of academic and vocational-technical traininy in junior and senior high schools. The Project elicited a variety of resvonses, contributed pertinent information, and indicated steps to be taken for further investigation. It showed a need for planning curricular changes and for the expansion of the use of training facilities.

The Project was carefully planned and well implemented. The questionnaires were reviewed by the committee before use. Consultants were selected from two universities and the committee included members of the teaching and guidance staff, school administrators, a representative of the Dept. of Labor and Industry, parents and youth.

The college students, who presented the questionnaires to the parenis and students, were given training in the interviewing techniques they would need, and emphasis was placed on objectivity.

After the questionnaires were completed, a consultant reviewed the material and presented a series of recommendations to the committee. The whole Project and recommendations were reviewed by a second consultant from another university, who then presented his evaluation to representatives of the committee. I feel this is a very good beginning and can be utilized as a model in other schools to elicit information on their student needs and attitudes.

In light of certain information taken from a limited group, namely 7th and 8th grade students, it appears that the schools would benefit by further research to the end that vocational information and the development of vocational planning can be introduced earlier in student learning experience.

As a by-product, the Project drew attention to the need for more occupational and career information for all students and an equal need for a change in attitude toward skilled occupations by administrators, teachers, guidance counselors, and parents as well as students.

The Project is timely and pertinent, showing the need for curriculum changes, so that not only will more vocational information be included, but that the status of vocational-technical education will be raised. It shows concern on the part of the administration for all students, regardless of the type of educational program in which they are enrolled, and the desire to establish respect for vocational-technical education equal to that given to academic curricula.

Review of Recommendations:

1. Agreed.
2. Agreed---it is imperative that the "school representatives" mentioned in Rec. #2, who meet with the parents, have background training in occupations and a respect for work which does not require college training.
3. Agreed. The statement that "the curriculum needs to contain more hands-on experience for all students" seems to open the possibility of academic students taking some vo-tech courses. This would help to break down the barriers, giving academically oriented students a "go" at different types of skills. Academic and Vo-Tech students would have the chance to work side by side. This would need to be done on an experimental basis.

The second section of this recommendation, i.e., field trips and visits to various work settings will also need to be done with small numbers of students at first, and work settings and participating employers would have to be carefully selected, with employers oriented to the program, and would have to include follow-up and evaluation of the experience.

4. As I am not an educator and do not know the pros and cons of "split shifts", I feel the recommendation for a half-day program is good if it can be implemented.
5. Agreed.
6. Agreed.
7. Agreed.
8. Agreed. Program changes must be backed by the administration. More occupational and vocational information is needed by counselors in such a program, and counselors need much greater involvement in planning curriculum.

In order for this "to work". administrators, faculty, students, and parents will have to be involved. It is necessary to begin as soon as possible, working on two levels, short-range projects and long-range planning. It is my feeling that this is an area in which the schools should enter at once. Interest is aroused, but unless something is begun right away, it could die down and this first step will only be an interesting project.

Submitted by

Kathryn-Lee Keep

(Miss) Kathryn-Lee Keep

*Baldwin-Whitehall School District*

ADMINISTRATION OFFICE
4900 Curry Road
Pittsburgh, Pennsylvania 15236
412-884-6300

J. Ernest Harrison, Superintendent

Robert V. Flynn
Elementary Education

Wilbert C. Brandtonies
Administrative Services

Donald W. Strang
Secondary Education

December 4, 1972

Dr. Virginia S. Evans
%Millcreek School District
3740 West 26th Street
Erie, Pennsylvania 16506

Dear Dr. Evans:

It was a distinct pleasure to work with you and the other members of the Title III project, FACTORS AFFECTING VOCATIONAL-TECHNICAL PROGRAM CHOICE, on November 27, 1972. I was impressed with the sincerity and interest of everyone concerned with this study.

Millcreek School District is to be commended for its forward looking approach to the educational offerings for the VO-TECH students. I feel that this project is just the beginning of a comprehensive evaluation of your total offerings as it affects the VO-TECH and home school programs. The study provides some guidelines for the school district consideration and study. The type of information provided by this project should have meaning for programs in other school districts faced with a similar problem. I would encourage the sharing of your results with any and all districts so requesting it.

I have listed for you on the attached sheet the areas we discussed during the oral presentation on the evening of November 27, 1972. I would hope that these comments have meaning and will help in your summation of the project.

If I can be of any further service, please don't hesitate to call.

Sincerely yours,

Robert V. Flynn

Dr. Robert V. Flynn
Assistant Superintendent

hm

EVALUATION

FACTORS AFFECTING VOCATIONAL-TECHNICAL PROGRAM CHOICE
Title III - Project #223 - Millcreek Township School District

by Dr. Robert V. Flynn R. V. F.

This author evaluated the above named project at Millcreek on November 27, 1972 at the School District Administrative Building. The project was read and the results of Dr. Richard Warner's study were evaluated. Discussions were held with Mr. Hughes Brininger, Mr. Kenneth Buckham and Dr. Virginia Evans. An oral report was made the evening of November 27th to a representative group of people who worked on the project.

Listed below is an enumeration of the ideas presented during the oral presentation. They are categorized in the form of questions for consideration, recommendations and conclusions.

QUESTIONS FOR CONSIDERATION

1. Was the project one that had educational value? Has the goal been reached?

2. What are the plans for dissemination? To whom? How? Community? Faculty? Including Counselors? Board of Education?

3. Was the study properly conducted? In-service for interviewers? Data collection instruments? Was the community sufficiently oriented to the project?

4. Who was involved on the initial committee? Were they continued? Does the committee still function? Can they help disseminate? Were Vo-Tech and home school staff represented?

5. Is there a commitment to do something about the problem? Are there unsurmountable problems? Are problems those that can be negotiated and resolved?

RECOMMENDATIONS

1. An inclusive career education program could be started district wide to begin at 7th grade level and consideration for introducing it at the 5th or 6th grade level.

2. A curriculum revision started for Vo-Tech students adjusted to meet their needs --- not just a watered down program. If present program is good, why couldn't it be better? It never hurts to look at what we are doing.

3. Realizing all of the problems with transportation, can we permit bus schedules to dictate children's futures. Careful study of bus schedules needs to be done to allow more involvement at the home school.

4. Can we consider two weeks out and two weeks in anything close to a job reality or even anything close to school life? Alternate plans should be studied to allow the child who chooses Vo-Tech to also have other options in his school career.

5. I would be cautious of just a surface look or exploration program. You need to study a more comprehensive approach to orienting pupils and parents to the program.

6. The entire program should be studied carefully and it should be a shared responsibility to come up with workable solutions. Attitudes need surveyed. Staff cooperation and understanding need to be evaluated.

7. Career orientation is just not a nine week study in civics class --- all areas of the curriculum should be included as you develop program.

8. The survey had several areas that were very conclusive as to the respondents feelings about the Vo-Tech program. These should be analyzed in light of future planning in Millcreek.

CONCLUSIONS

1. The district must make a commitment to review findings and update the program for Vo-Tech students.

2. A clear statement needs to be developed as to what Millcreek considers to be a comprehensive career oriented program for its children.

3. Determine the willingness of the Vo-Tech and home school staff in working together to solve problems that affect both --- begin somewhere.

4. There is a definite need to look at careers in light of possible job market change in the future. College isn't the only answer -- it never has been. There is a crucial need for more diversified job opportunities --- we need to diverge rather than converge.

5. We need to look at the wide variety of coordinated jobs --- when watching a newspaper roll off the presses on a field trip, do we consider the many varied "jobs" that got the paper to that stage.

6. There is a need to practice individualized programing for all kids.

7. The school district is to be highly commended for its efforts to update the Vo-Tech program. Too many districts are just not as willing to "look at themselves".

8. Consideration might be given to ½ day in the home school and ½ day in the Vo-Tech school. It might permit students to be more a part of the total school program.